

U.S. ARMY SERGEANTS MAJOR ACADEMY (BNCOC)

L335/ DEVELOP SUBORDINATE LEADERS IN A
UNIT

OCT 04



Stand Alone Common Core

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TRAINING SUPPORT PACKAGE (TSP)

TSP Number / Title	L335 / DEVELOP SUBORDINATE LEADERS IN A UNIT
Effective Date	01 Oct 2004
Supersedes TSP(s) / Lesson(s)	L422, Develop Subordinate in a Platoon, Version 1, OCT 03
TSP Users	600 BNCOC, Basic Noncommissioned Officer Course
Proponent	The proponent for this document is the Sergeants Major Academy.
Improvement Comments	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DC BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: atss-dcd@bliss.army.mil</p>
Security Clearance / Access	Unclassified
Foreign Disclosure Restrictions	This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

PREFACE**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

Task Number**Task Title****Individual**

158-100-1180

Develop Subordinate Leaders in a Squad

This TSP Contains

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DEVELOP SUBORDINATE LEADERS IN A UNIT
L335 / Version 1
01 Oct 2004

SECTION I. ADMINISTRATIVE DATA

All Courses Including This Lesson	<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
	600-BNCOC	1	Basic Noncommissioned Officer Course

Task(s) Taught(*) or Supported	<u>Task Number</u>	<u>Task Title</u>
	<u>Individual</u> 158-100-1180	Develop Subordinate Leaders in a Squad

Reinforced Task(s)	<u>Task Number</u>	<u>Task Title</u>
	158-100-1260	Counsel Subordinates

Academic Hours The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>
	2 hrs 10 mins / Conference / Discussion
	10 mins / Lecture
	30 mins / Practical Exercise (Performance)
Test	0 hrs
Test Review	0 hrs
Total Hours:	3 hrs

Test Lesson Number	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 hrs	E303

Prerequisite Lesson(s)	<u>Lesson Number</u>	<u>Lesson Title</u>
	None	

Clearance Access Security Level: Unclassified
 Requirements: There are no clearance or access requirements for the lesson.

Foreign Disclosure Restrictions This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

References

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
FM 22-100	ARMY LEADERSHIP	31 Aug 1999	

Student Study Assignments

Before class--

- Read FM 22-100, Army Leadership; Chapter 2, Appendix B and Appendix C. (SH-2)
- Complete PE-2, PE-3, PE-4, and PE-5.

During class--

- Participate in classroom discussion.

After class--

- Review all reference material for this lesson in preparation for the end of block test.

Instructor Requirements

1:16, BNCOC graduate, ITC, and SGTIC qualified

Additional Support Personnel Requirements

Name

Stu Ratio

Qty

Man Hours

None

Equipment Required for Instruction

ID Name

Stu Ratio

Instr Ratio

Spt

Qty

Exp

441-06 LCD PROJECTION SYSTEM	1:16	1:1	N	1	N
559359 SCREEN PROJECTION	1:16	1:1	N	1	N
673000T101700 PROJECTOR, OVERHEAD, 3M	1:16	1:1	N	1	N
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	N	1	N
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	N	1	N

Materials Required**Instructor Materials:**

- TSP
- VGT-1 thru VGT-15
- Student Handout 2
- Practical Exercises (Appendix C)

Student Materials:

- Student Handout 2
- Pencil and paper

**Classroom,
Training Area,
and Range
Requirements**

CLASSROOM INSTRUCTION 900 SF, 16 PN or Classroom Conducive to Small Group Instruction of 16 Students.

**Ammunition
Requirements**

<u>Id</u>	<u>Name</u>	<u>Exp</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt Qty</u>
None					

**Instructional
Guidance**

NOTE: Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class --

- Issue all recoverable materials NLT three days prior to class.
- Study this lesson plan and reference materials relating to the emerging leadership and developmental counseling doctrine FM 22-100, Army Leadership.
- Reproduce copies of the practical exercises and student handouts for each student.

During class--

- Conduct several practical exercises in small groups; arrange student desks in small circles for four.
- Students will review leadership doctrine in relation to observe, assess, coach, and counsel process (ELOs A & B). These ELOs are essential for understanding and applying follow-on instruction.
- The focus of ELO C is on the assessment component of the observe, assess, coach, and counsel process. Experience in the classroom has demonstrated this ELO to be the most challenging for students. Before proceeding to the subsequent ELOs, students will need time to think about and apply themselves to objectively record observations, and then classify and rate them using the 23 core leadership dimensions.
- The focus of ELO D is on completing assessment summaries, which is a crucial step, and includes diagnosis of subordinate strengths and weaknesses, potential causes, and potential actions.

After class--

- Collect all recoverable materials after the examination for this lesson.
-

**Proponent
Lesson Plan
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
/s/Elliott T. McGough	GS09	Training Specialist	11 AUG 04
/s/Agnes D. Bennett-Green	SGM	Chief, B/ANCOC	11 AUG 04
/s/George V. Bucher	GS11	Chief, CMD	11 AUG 04
/s/Marion Lemon	SGM	Chief, CDDD	11 AUG 04

SECTION II. INTRODUCTION

Method of Instruction: <u>Lecture</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>10 mins</u>
Media: <u>VGT-1 thru VGT-3</u>

Motivator

Mission accomplishment, day in and day out, will always be the leader's priority. Everyone has experienced how fast "the train" is whether deployed in Korea, Germany, Bosnia, or here in CONUS. The pace is unbelievable, but we're getting the job done well. The question is, "Are we each doing what we need to be doing to develop tomorrow's NCOs to be equally capable?" A key leader responsibility is developing subordinates. We teach leader development at the tactical level, but its ramifications are significant and strategic. The Army's current emphasis on leader development parallels, in importance, the technological growth simultaneously taking place as we progress through the 21st century. This is fitting since according to our own doctrine, "Leadership is the most essential dynamic of combat power." The identification and development of our Army's future NCO starts at the platoon level. Squad leaders have the responsibility for identifying soldiers' needs and coaching them to achieve their maximum potential. The best of these soldiers become tomorrow's NCOs.

Terminal Learning Objective

NOTE: Inform the students of the following Terminal Learning Objective requirements. At the completion of this lesson, you [the student] will:

Action:	Employ assessments to develop a subordinate.
Conditions:	As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.
Standards:	Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.

Safety Requirements

None

Risk Assessment Level

Low

Environmental Considerations

NOTE: It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

Evaluation

During this course, you will take a 50 question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.

Instructional Lead-In

What we will try to accomplish during this lesson is as follows:

NOTE: Show VGT-1 thru VGT-3. Allow students time to read the slides.

SHOW VGT-1, WHAT WE ARE TRYING TO ACCOMPLISH



WHAT WE ARE TRYING TO ACCOMPLISH

- Learn how to develop subordinates according to the dimensions that define effective leadership.
- Improve skills for using the observe, assess, coach, and counsel (O/A/C/C) model.
- Inspire ourselves to become committed to leader development.

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Basic Noncommissioned Officer Course


REMOVE VGT-1

To accomplish our objectives, today we'll be focusing on--


- What makes leaders effective?
- What are leadership characteristics and actions?
- How do we effectively develop subordinates--our role?

We will apply what we learn today so that we can better develop our subordinates.

SHOW VGT-2, HOW WE ARE GOING TO ACCOMPLISH IT

	<h2 style="text-align: center;">HOW WE ARE GOING TO ACCOMPLISH IT</h2>
<ul style="list-style-type: none"> • Apply the observe, assess, coach, and counsel model to classroom exercises. • Develop an assessment summary by combining multiple assessments and determining overall strengths and weaknesses, potential causes, and potential actions. 	
L335/OCT 04/ VGT-2	Basic Noncommissioned Officer Course

REMOVE VGT-2**SHOW VGT-3, TERMINAL LEARNING OBJECTIVE**

	<h2 style="text-align: center;">TERMINAL LEARNING OBJECTIVE</h2>
<ul style="list-style-type: none"> • TASK: Employ assessments to develop a subordinate. • CONDITION: As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100. • STANDARD: Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time. 	
L335/OCT 04/ VGT-3	Basic Noncommissioned Officer Course

Throughout this lesson, stay focused on the Terminal Learning Objective.

It defines what you must be able to do as the result of this training and to what standard. I expect that you're most concerned with how you'll be evaluated, so let me review that quickly and answer any questions you have about what I've discussed so far.

REMOVE VGT-3

Your ability to apply the observe, assess, coach, and counsel process will be measured by two written requirements that you will complete. You will view a videotape and make observations based on what you saw.

NOTE: Review the overall plan for conducting this instruction: to study the doctrine, practice each of the procedures in a classroom environment, and then apply what we've learned in a realistic setting.

SECTION III. PRESENTATION

NOTE: Inform the students of the Enabling Learning Objective requirements.

A. ENABLING LEARNING OBJECTIVE

ACTION:	Identify leader values, attributes, skills, and actions; their relevancy to leader duties and responsibilities; and the framework they provide for developing leaders.
CONDITIONS:	In a classroom environment, given instruction about emerging leadership doctrine outlined in FM 22-100, and Army leadership policy, small group discussions and practical exercises, and a specified time limit.
STANDARDS:	Identified leader values, attributes, skills, and actions; the framework the core leadership dimensions provide for developing soldiers; and the squad leader/sergeant's role in developing subordinates IAW FM 22-100.

1. Learning Step / Activity 1. Framework

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 40 mins
 Media: VGT-4 thru VGT-11

Our leadership doctrine guides how we develop our subordinates. Our leadership doctrine is the basis for the Army's leadership education and training framework. This education and training must take place in a logical order, built upon past experience and training, and have a warfighting focus.

NOTE: This learning activity establishes a student-centered climate in the classroom. Get the students to participate by asking students to draw from their own leadership experiences.

NOTE: Write their ideas on the board. Throughout the lesson, refer and add to the list as new ways of being effective leaders (this is a visual way to reinforce previous learning and also to show students how their participation in the discussion has worth).

- Bring up the fact that the students have probably spent a lot of time with various leaders and leadership styles. Ask them what is it that leaders do that makes them effective.

Their responses should include mission accomplishment, supervising, motivating, high performance (ask how?), and setting the example. Encourage students to also consider the effective leader's role in shaping unit morale, caring for personnel and families, developing subordinates, and even being able to have fun.

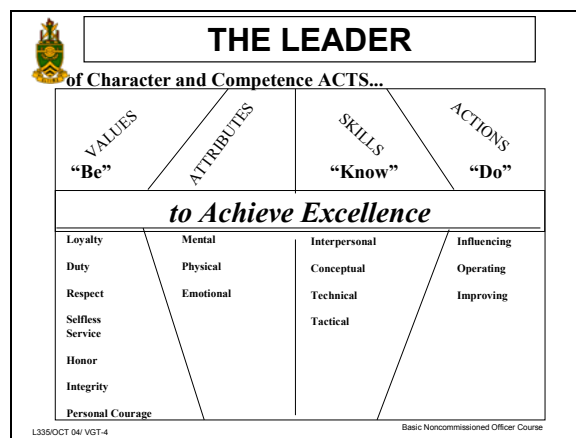
Leadership is the most studied aspect of psychology. For nearly 100 years, we have diagnosed leadership, and yet we still don't know all the answers. We have, however, learned many qualities and factors that make leaders more effective.

NOTE: To promote discussion, ask students if they have ever known leaders who were really good in some circumstances, but not in others. Why is it that all good leaders are not equally good with all subordinates in different situations?

Responses will vary. Make sure you cover personality strengths/weaknesses of the leader, personality differences of the subordinates, the huge variety of situations and situational forces that have impact, and the manner that all these things interact with each other. Because there are so many variables and different ways the variables can interact with each other, the possible outcomes are numerous. Consequently, leaders are often good in some circumstances and not equally good in others.

The concept of leadership is often difficult to get one's arms around. We usually know when leadership feels right or wrong, but not so much how to define it in practical terms. What we're going to talk about as we discuss leader development is not new. We will attempt to better refine our understanding based on the advances made in leadership doctrine.

SHOW VGT-4, THE LEADER



Ref: FM 22-100, Fig 2-1

Leader Dimensions

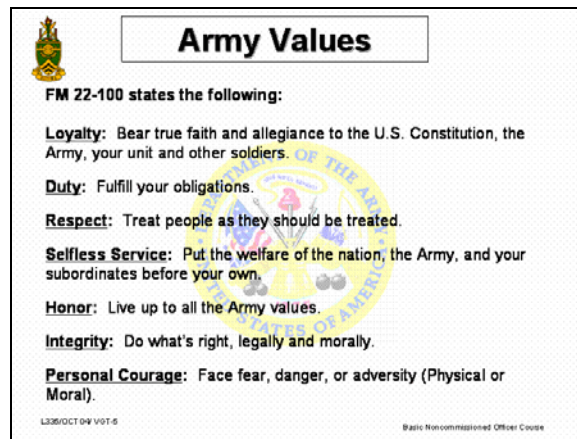
We now transition to our leadership doctrine. We define leadership effectiveness by leadership character and actions. Leadership doctrine outlines the dimensions, categorizes them into sets of values, attributes, skills, and actions. A leader of character (values and attributes) and competence (skills and actions) achieves excellence by developing a force that can fight and win the Nation's wars and serve the common defense of the United States.

Values and attributes blend to account for the character of the leader. Character describes what a leader must be. Skills describe competence or what a leader of character must know. Actions describe what a leader of character and competence must do. None of these leadership principles stands alone and each is not an end in itself. Instead, leadership is a blending of what the leader must be, what the leader must know, and what the leader must do. Stated another way, leadership is a combination of what the leader is and what the leader does.

Ref: FM 22-100, para 2-2

REMOVE VGT-4**Army Values**

We can not talk about leadership without discussing Army values. The acronym LDRSHIP defines Army values for us.

SHOW VGT-5, ARMY VALUES

Ref: FM 22-100, para 2-6

Values define a leader's principles, moral virtues, and obligations, one's sense of professionalism. Your subordinates enter the Army with their own values developed in childhood and nurtured through experience. However, they have promised to live by Army values.

What we have seen, what we have learned, and whom we have met shaped the way we are. But once a soldier puts on the uniform, once he takes the oath, he promises to live by Army values.

QUESTION: According to FM 22-100, what does it mean when we say that the Army is a “values-based” organization?

ANSWER: It means that the Army has a prescribed set of values, seven to be exact:

Loyalty: Bear true faith and allegiance to the US Constitution, the Army, our unit, and other soldiers.

Duty: Fulfill your obligations.

Respect: Treat people as they should be treated.

Selfless service: Put the welfare of the Nation, the Army, and your subordinates before your own.

Honor: Live up to all the Army values.

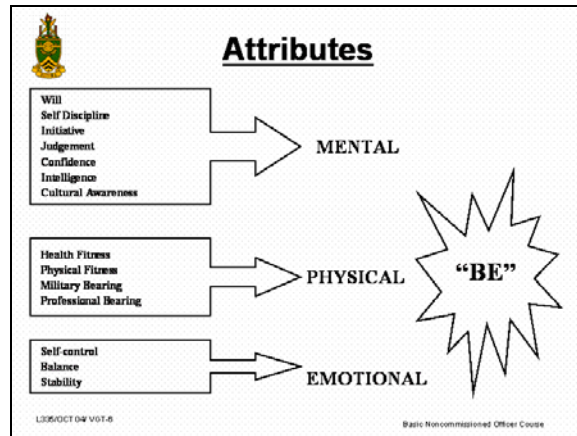
Integrity: Do what's right, legally and morally.

Personal Courage: Face fear, danger, or adversity (physical or moral).

Ref: FM 22-100, para 2-7 thru para 2-9

REMOVE VGT-5

SHOW VGT-6, ATTRIBUTES



Ref: FM 22-100, Fig 2-2

Attributes

Attributes are fundamental qualities and characteristics. Some attributes are genetic (such as whether a person will be tall or short, have green eyes or blue eyes, or be bald or have a lot of hair). Many other attributes can change. For example, leaders have control over developing many aspects of their attributes, such as their self-discipline, physical fitness, or emotional control. People can develop and improve these attributes through correct and habitual practices. Attributes divide into three groups: mental, physical, and emotional.

Ref: FM 22-100, para 2-41

The mental attributes are intellectual aptitudes or capacities for learning that leaders must possess or develop. The attributes consist of will, initiative, self-discipline, judgment, self-confidence, intelligence, and cultural awareness.

Ref: FM 22-100, para 2-42

We also develop physical attributes--health fitness, physical fitness, and military and professional bearing.

Ref: FM 22-100, para 2-67

The emotional attributes--self-control, balance, and stability--contribute to how a leader feels and, therefore, how he interacts with others. The soldiers you will lead are human beings with hopes, fears, concerns, and dreams.

Ref: FM 22-100, para 2-74

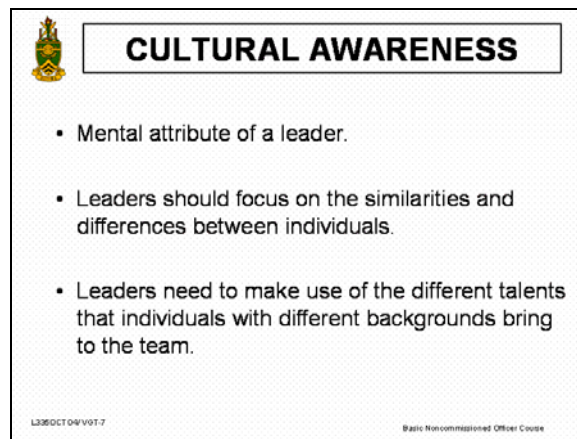
The leader who understands that endurance comes from emotional energy and remembers that soldiers use emotional energy to accomplish amazing feats in tough times wields a powerful leadership tool.

REMOVE VGT-6

Cultural Awareness

Cultural awareness is of particular importance in today's Army.

SHOW VGT-7, CULTURAL AWARENESS



Ref: FM 22-100, para 2-59 thru para 2-62

Awareness of where a soldier is coming from is a key attribute. This includes gender, religion, family situation, etc., as well as the traditional race and ethnic concerns with which we are more familiar.

Leaders must recognize that all people are different, and we should value them for their individual differences. The leader's job is not to make everyone the same. Even if that were possible, it would make a boring team. Rather, the leader's job is to take advantage of the fact that everyone is different and incorporate their talents into

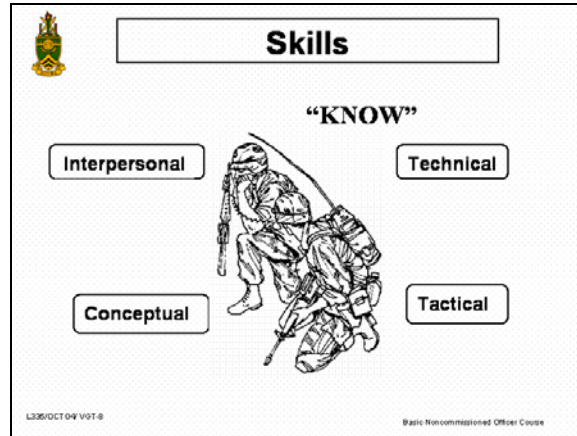
the Army team. Skill abilities address the way a leader deals with things, people, and ideas.

REMOVE VGT-7

Skills

There are four categories containing skills an Army leader must know.

SHOW VGT-8, SKILLS



Ref: FM 22-100, para 2-107

Skills are largely synonymous with competencies. Skills are those abilities or competencies that people develop and use with people, ideas, and equipment. Competence is of primary importance for all Army leaders. Subordinates look for competence in their leaders.

Skills, in conjunction with values and attributes, make up a leader's character and competence and entail what a leader must know. Skill development is also part of self-development and is a prerequisite to action. Any time a leader develops his skills, he develops himself.

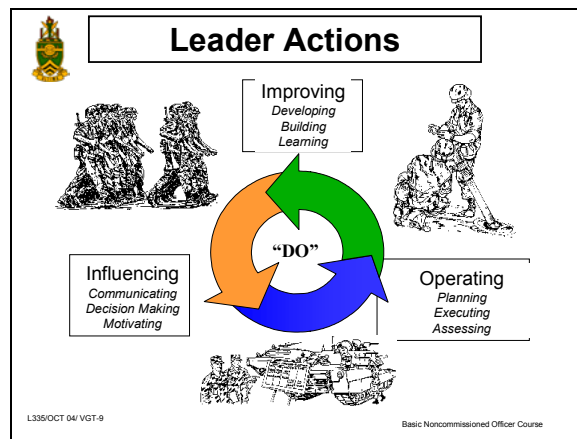
Leaders develop four types of skills: interpersonal, conceptual, technical, and tactical. The first three are broad categories of skills. Interpersonal skills affect how you deal with people; conceptual skills enable you to handle ideas; and technical skills are job-related abilities. Tactical skills apply to solving tactical problems, that is problems concerning employment of units in combat.

For a leader to do his job competently, he must use a combination of all his leadership skills. He uses his interpersonal skills to effectively communicate his intent and to motivate soldiers. He uses his conceptual skills for making the right decisions and to execute the tactics the operational environment requires. They use their technical skills to properly employ the techniques, procedures, fieldcraft, and equipment for the situation. Finally, leaders employ tactical skill, combining all of the skills from the skill categories with the art of tactics for their level of responsibility.

Ref: FM 22-100, para 2-108

REMOVE VGT-8

SHOW VGT-9, LEADER ACTIONS



Ref: FM 22-100, para 2-113 thru para 2-118

Leader Actions

Behavior is believable. The leader's actions set the example for subordinates. Saying all the right words and having all the right values, attributes, and skills or character have no meaning to subordinates if not reinforced by the actions of the leader. The leader's actions are what the subordinates, peers, and superior leaders see.

Influencing consists of using appropriate people skills to guide individuals or teams towards mission accomplishment and resolving conflicts or disagreements.


Operating or accomplishing the mission is the short-term action of getting the job done on time and to standard.

Improving the organization entails performing those often neglected long-term investment-type activities that are essential to improve the leader's sphere of influence. Improving often means making a sacrifice now for long-term gains in unit proficiency.

Ref: FM 22-100, para 2-111 thru 2-118

REMOVE VGT-9

SHOW VGT-10, LEADERSHIP CORE DIMENSIONS

 LEADERSHIP CORE DIMENSIONS					
<i>Leaders of character and competence . . .</i>			<i>Act to achieve excellence by providing purpose, direction, and motivation</i>		
Values "Be"	Attributes "Be"	Skill "Know"	Actions "Do"		
Loyalty	Mental	Interpersonal	Influencing	Operating	Improving
Duty					
Respect		Conceptual	Communicating	Planning Preparing	Developing
Selfless Service	Physical				
Honor		Technical	Decision Making	Executing	Building
Integrity	Emotional				
Personal Courage		Tactical	Motivating	Assessing	Learning

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Ref: FM 22-100, Fig B-1

NOTE: Explain the 23 core leadership dimensions.

Leadership Core Dimensions

This VGT shows the 23 core leadership dimensions. FM 22-100 depicts some performance indicators for each dimension. These indicators should assist leaders with assessing the values, attributes, skills, and actions of their subordinates.


These dimensions are consistent with the sorts of experiences you've already shared, but let's look at each one in a bit more detail.

As a way to better appreciate how these dimensions translate into observations, let me demonstrate an example of a positive and negative behavior of a few dimensions just as I'm going to ask each of your small groups to do in just a couple of minutes.

Ref: FM 22-100, Fig B-1

REMOVE VGT-10

SHOW VGT-11, TRANSLATING DIMENSIONS TO OBSERVATIONS



**TRANSLATING DIMENSIONS
TO OBSERVATIONS**

(+)		(-)
<u>VALUES (INTEGRITY)</u>		
He's truthful, even if in trouble.		He lies under pressure.
<u>ATTRIBUTES (MIL BEARING)</u>		
Appearance alone inspires.		Bad uniform, no energy.
<u>SKILLS (TECHNICAL)</u>		
Sticks to and uses TLPs.		Cannot use computers.
<u>ACTIONS (DEVELOPING)</u>		
Takes college classes.		Blows off school and homework.

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Translating Dimensions

Dimension	(+)	(-)
VALUES (Integrity):	He's truthful, even if in trouble.	He lies under pressure.
ATTRIBUTES:	(Physical) Appearance alone inspires.	Bad uniform, no energy.
SKILLS (Technical):	Sticks to and uses TLPs.	Cannot use computers.
ACTIONS (Developing):	Takes college classes.	Blows off school and homework.

Notice in all cases how these examples focus on behaviors of what the subordinate does, not perceptions or feelings about a person.

Now, let me assign your small group either the set of values, attributes, skills, or actions. Your group is to develop similar positive and negative examples for the remaining dimensions. Prepare to brief the rest of the class in about 10 minutes.

BREAK TIME: 00:50 to 01:00

2. Learning Step / Activity 2. Practical Exercise PE-1

Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 25 mins
 Media: PE-1

NOTE: Break the class down into small groups of four students and issue PE-1. The students select the appropriate definition for each of the 23 core leadership dimensions listed in the exercise. Assign each group either the set of values, attributes, skills, or actions. Have each group identify, write on the board, and

present to the class, as a whole, a positive and negative behavioral example of each dimension in their set. (Allow about 10 minutes for the students to prepare their responses and 15 minutes for the small groups to present their responses.) Allow students to challenge and defend their examples.

NOTE: To promote discussion after student presentations, ask the following questions:

- How consistent are the positive behaviors you've heard with the experiences you related earlier about leader effectiveness (point to the list on the board)?

Responses should be that they are entirely consistent. (This is important - students must see the link between their own experiences of effective leadership and these new doctrinal terms).

- You have probably heard examples of overlap in the behavioral examples presented. In fact, the doctrine depicts the dimensions as being overlapping. Why? (Be patient--let the students think this through.)

Responses should include that it is because observations entail complex groupings of these various dimensions.

A behavior typically involves several of the dimensions, so you need not think observations are purely one dimension or another. We'll be coming back to this again next hour when we discuss how to categorize observations.

REMOVE VGT-11

Developing Subordinates

Developing subordinates is our role. At the squad level, identification of subordinates with leadership potential is an important first step. Development of all subordinates is a leader's responsibility that requires special attention to identify and develop subordinate leaders. Developing leaders requires the squad leader, in this case, to know the leadership standards (the 23 core leadership dimensions) and apply those standards to observations of subordinates and tailor and communicate an individualized plan to develop that subordinate. Because all subordinates do not have the same developmental needs, they **MUST** be developed individually, in ways relevant to the subordinate's specific developmental needs.

NOTE: To promote discussion ask where the Army gets its noncommissioned officers and who identifies the NCOs of tomorrow.

Response should be, quite obvious, "we grow our own," and it's primarily our company-level noncommissioned officer chain of command, beginning with the squad leader who selects the bulk of the subordinates who will be tomorrow's NCOs.

CHECK ON LEARNING:

QUESTION: Do all subordinates have the same developmental needs?

ANSWER: No, every subordinate is different and has different strengths and different developmental needs.

Ref: FM 22-100, App C, para C-43

B. ENABLING LEARNING OBJECTIVE

ACTION:	Explain the Observe, Assess, Coach, and Counsel model (O/A/C/C) and how we use it to improve leadership performance and potential.
CONDITIONS:	In a classroom environment, given instruction about emerging leadership doctrine outlined in FM 22-100, small group discussions, practical exercises, and a specified time limit.
STANDARDS:	Identified the steps in the O/A/C/C process in the proper sequence, how behavior affects O/A/C/C, and how O/A/C/C entails both assessment and counseling IAW FM 22-100.

1. Learning Step / Activity 1. Identify Observe, Assess, Coach, and Counsel (O/A/C/C) Process

Method of Instruction: Conference / Discussion
 Instructor to Student Ratio: 1:16
 Technique of Delivery: Small Group Instruction (SGI)
 Time of Instruction: 25 mins
 Media: None

NOTE: Write "Observe, Assess, Coach, and Counsel" on the board in big letters, and refer to it during the instruction - it's the theme of developing subordinate leaders.

NOTE: To begin creating a connection to what we've discussed, ask the students the following questions:

- So far, we agreed that tailoring the development of subordinates to their specific needs is important, but what are some of the ways leaders can go about doing that? Response should include involve the subordinate in their own development and ask advice or ideas of the platoon sergeant, first sergeant, or even the sergeant major.

Ref: FM 22-100, App C, para C-42

- What are some specific ways your own leaders in the past have tried to develop you? What have your leaders done well in terms of the techniques they've applied to developing you?

Allow student input. Responses could include development by watching others do something well (modeling), studying something and leading others in a class (studying), or even getting placed in a position to be "in charge" of a unit or special activity (doing).

The observe, assess, coach, and counsel (O/A/C/C) model is a process applied by leaders to develop their subordinates. Developing subordinates, like so many other skills we must master in the Army, takes practice. There is a straightforward process that helps to organize and make our approach effective.

NOTE: Invariably, someone in the class will complain that this process takes too long to do. Be ready! Inform them that actually, the "observe and assess" process of the model goes very fast. Taking a few minutes to plan where and when to observe makes observing efficient, and assessment less likely biased. Coaching is something all good leaders do all the time and in the context of the subordinate's job execution. Perhaps the most demanding part is thinking about and preparing for the developmental counseling session itself, which we'll get to later. With practice the whole process goes much easier, almost naturally.

NOTE: Also, inform them that once you condition subordinates to begin developing themselves, it'll take less and less time on the leader's part to facilitate the process. Lastly, easy or not, it is crucial to apply a process to ensure consistency--as many effective leaders have demonstrated that this process works. It's important that students make the mental connection between the O/A/C/C process and the skills needed to implement it. Don't rush them as they wrestle with answering the following questions:

- What leader skills do you require to apply the observe, assess, coach, and counsel process?

Response should include that leaders must be able to perform all the steps of the process. Squad leaders will need to know the doctrinal dimensions, and then be able to classify and rate observations, conduct on-the-spot coaching, develop a plan of action that addresses the subordinate leader's developmental needs, and conduct a developmental counseling session.

Ref: FM 22-100, App B, para B-27

- Beyond just helping the individual concerned develop into a more effective leader, how would applying this process make your job easier and your squad better?

Response should include that developing subordinates enables them to operate more independently, with more motivation and confidence, and in ways consistent with the commander's intent.

Ref: FM 22-100, App B, para B-27

- What is the most important thing you learned about during today's session?

Response should include accept student feedback - leader development is key to the Army's future and a squad's effectiveness. Doctrinal dimensions provide the criteria for developing subordinates. The O/A/C/C process is a logical process used to develop subordinates. You must tailor subordinate development to individual developmental needs.

- Why is subordinate development such an important leader responsibility and who benefits?

Response should include it's important because today's soldiers are tomorrow's NCOs, and our Army needs soldiers fully prepared for the missions and challenges they'll most certainly face. We all benefit! The soldier develops in the desired way that makes him more capable, more able to contribute to the squad and the platoon, and more personally satisfied with him. The squad leadership improves, and collectively the members become more cohesive and well performing. The Army, as a whole, benefits by having leaders better prepared to face today's and tomorrow's challenges.

- What do the 23 core leadership dimensions have to do with leader development?

Response should include the 23 leadership dimensions that provide the foundation for leadership development. These values, attributes, skills, and actions are the characteristics essential to leadership excellence. We all can improve--defining the characteristics of leadership excellence enables a clear path to personal and professional development.

Ref: FM 22-100, Fig B-1

- How do we go about developing our subordinates to achieve their full leadership potential?

The responses should include by applying the observe, assess, coach, and counsel model. By doing so, leaders can tailor development to an individual's specific developmental needs.

Ref: FM 22-100, App B, para B-27

CHECK ON LEARNING: Questions asked during the presentation serve as the check on learning for this ELO.

BREAK TIME: 01:50 to 02:00

C. ENABLING LEARNING OBJECTIVE

ACTION:	Assess subordinate performance.
CONDITIONS:	In a classroom environment given the study of the O/A/C/C model, FM 22-100, small group discussion and practical exercises, visual observations, and a specified time limit.
STANDARDS:	Categorized subordinate performance according to an appropriate leadership dimension IAW FM 22-100.

1. Learning Step / Activity 1. Give Feedback

Method of Instruction: Conference / Discussion
Technique of Delivery: Small Group Instruction (SGI)
Instructor to Student Ratio: 1:16
Time of Instruction: 15 mins
Media: VGT-12 and VGT-13

NOTE: To promote discussion, asks the following questions:

- Suppose as a squad leader, you've assigned a subordinate a class to present. You check up on him to ensure he presented the class to standard, and observe the subordinate's performance to be substandard--What are some approaches that you should not take? Why?

Responses might consist of the following: ignore the poor performance, barge in and take over, embarrass or ridicule him in front of others, or even personally insult him in private. However, point out that some approaches erode his authority and legitimacy in the eyes of others, and takes away from his confidence and motivation to keep trying.

- What do you do when you observe substandard performance?

Response should include that that it depends on the situation and the capabilities of the subordinate. If it can't wait until a natural break because it's unsafe, then put a stop to it immediately, and put everyone on a short break. If it is not life threatening, you can call him to the side and offer feedback at the session break so that the subordinate can correctly summarize the material he presented incorrectly after the break, or else make note of what you saw and follow up sometime soon thereafter.

If the subordinate is generally capable, perhaps he'll know what went wrong and how to fix it for next time. In this case, the squad leader needs only to facilitate this discussion. If the subordinate is not very capable, you may have to be very specific about what was substandard and very direct about how to correct it next time.

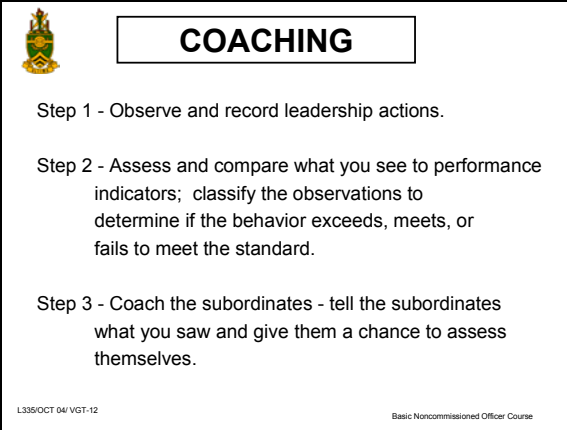
What we're talking about here is feedback. Assessment is of no value in the development of a subordinate if you don't provide feedback and coaching to enable improvement. Often, there's no improvement unless there's feedback to help the subordinate know what performance or behavior needs improvement. The important thing to remember about feedback is that it does not always need to be negative, and it must not wait until a formal counseling session is set up back at the office.

Feedback is best when it is clear, not personal but performance-oriented, constructive, and immediate.

Ref: FM 22-100, para B-25

NOTE: Ask students what coaching consists of, then after a few responses show VGT -12.

SHOW VGT-12, COACHING



COACHING

Step 1 - Observe and record leadership actions.

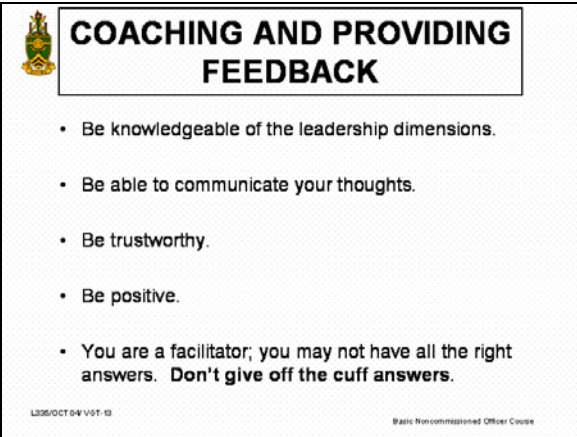
Step 2 - Assess and compare what you see to performance indicators; classify the observations to determine if the behavior exceeds, meets, or fails to meet the standard.

Step 3 - Coach the subordinates - tell the subordinates what you saw and give them a chance to assess themselves.

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REMOVE VGT-12

SHOW VGT-13, COACHING AND PROVIDING FEEDBACK



COACHING AND PROVIDING FEEDBACK

- Be knowledgeable of the leadership dimensions.
- Be able to communicate your thoughts.
- Be trustworthy.
- Be positive.
- You are a facilitator; you may not have all the right answers. **Don't give off the cuff answers.**

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A coach must possess a thorough knowledge of the 23 core leadership dimensions. If the squad leader does not have a firm grasp on these, he will never be able to determine how successful and/or unsuccessful the subordinate is performing. The squad leader will also find it difficult to convey information on the core leadership dimensions if he does not understand it all.

A squad leader can be technically and tactfully proficient, but unless he can communicate this knowledge to subordinates, their proficiency means absolutely nothing. The squad leader must describe the behavior in observable,

measurable, non-judgmental terms. Telling a subordinate that he has a bad attitude is not descriptive enough to identify his bad attitude. It is important to remember that communication can quickly become distorted if both parties involved don't try to understand each other's point of view.

A minimum degree of trust and openness is essential for effective coaching to take place. If the environment is threatening and full of tension and mistrust, coaching will not be effective. Being positive doesn't mean merely maintaining a positive attitude. A positive attitude is essential, but leaders also need to keep their phrasing positive. The message should be "Remember next time to...*not* Don't forget to...." Remember that being a coach is much like being a facilitator. You cannot expect the squad leader to know all the answers all the time, but he should take pride in knowing who and where to refer the subordinate when questions arise that he cannot answer.

Ref: FM 22-100, para C-27 thru C-31

REMOVE VGT-13

2. Learning Step / Activity 2. Use Self and Associate-Assessment Tools.

Method of Instruction: Conference / Discussion
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 10 mins
 Media: PE-2 and PE-3

We discussed giving feedback and coaching, but you should also be aware that a couple of other tools are available that assist in the assessment process. You won't use them all the time, but you will want to keep them in mind because they can be useful in certain situations. I'm talking about self and associate assessments.

Both assessments are merely a person's assessment of himself, or another person, applying the criteria of our leadership doctrine: the 23 core leadership dimensions. As a squad leader, a good place to start with a motivated subordinate is to ask him to perform a self-assessment. Generally, people are already well aware of their strengths and weaknesses and are more willing to improve when they initiate needed change on their own. A squad leader might also benefit from the insights

shared by peers of the subordinate being assessed, nothing formal. Maybe on the walk down to the motor pool you might ask, "How are things going with SGT X in charge?" or "What could SGT X be doing better?"

NOTE: Asks the students why it might be a good idea for a platoon sergeant to perform a self assessment before beginning to formally assess and develop others. Responses include that this is because we all have biases that we must recognize and take into account before assessing others.

We favor things that we're good at and generally shy away from things we're not. If we're good at tactics and bad at computers, we tend to put a lot more emphasis on tactical skills.

Subordinates that don't perform up to our superb tactical skills get rated more harsh than perhaps they should. Subordinates that are great on computers get rated more lenient, perhaps because it's a personal struggle for you. When assessing others our biases should not come out. To have biases is natural, but we should not let our biases completely influence us. Instead, by recognizing our own strengths and weaknesses, and consequently our biases, we will be more objective in our assessments.

NOTE: Refer students to PE-2, the Leadership Assessment Report.

The purpose for completing this assignment is for you to perform the process of a self-assessment, the biases you discovered, and how you plan to compensate for these biases. The leadership assessment report you completed are solely for your personal consideration and development. Without getting too personal, what did you learn about yourself by doing it?

NOTE: Allow time for student feedback.

As a result of these new insights about yourselves, how might your biases reflect on your subordinates' performance, and what should you do about that?

NOTE: The response should be similar to this: We're biased towards others who think like we do, and favor others with the same strengths/weaknesses as we have. Being aware of our own strengths and weaknesses alerts us to our own biases, and enables us to be more objective in the performance assessments of our subordinates.

Observing and Assessing PE-3

NOTE: Refer students to PE-3, SGT Donaldson Observing and Assessing Observation #1. Select students to provide their solutions and then pass out the solution sheet to PE-3.

CHECK ON LEARNING: PE-3 serves as the check on learning for this ELO.

D. ENABLING LEARNING OBJECTIVE

ACTION:	Complete an assessment summary.
CONDITION:	In a classroom environment given instruction about emerging leadership doctrine, FM 22-100, small group discussion, and practical exercises within a specified time limit.
STANDARDS:	Completed an assessment summary using all applicable assessment reports; summation of ratings, by dimensions; and identifying overall developmental strengths and weaknesses, potential cause(s) for developmental needs, and-potential action(s) to address all developmental needs IAW FM 22-100 and classroom instruction.

1. Learning Step / Activity 1. Develop an Assessment Summary to Develop a Subordinate

Method of Instruction: Conference / Discussion
 Instructor to Student Ratio: 1:16
 Technique of Delivery: Small Group Instruction (SGI)
 Time of Instruction: 15 mins
 Media: VGT-14 and VGT-15

What is the next step in our study of how to develop subordinates? Where does that put us in terms of the O/A/C/C framework?

NOTE: Allow time for feedback then read the following, which should be similar to their response.

Now we develop an assessment summary, a pre-cursor to developmental counseling. Before jumping into a counseling session with a subordinate, there's some important preliminary work that a squad leader must do to be sure that the actual developmental counseling session goes well and is likely to result in a successful approach to developing a subordinate's weaknesses and/or maintaining his strengths.


NOTE: Generate discussion by asking the following questions: What happens when a squad leader overreacts and generalizes from a single performance indicator? Or when he doesn't take the time to determine what the subordinate's actual performance trends might be, overall strengths and weaknesses, or what the underlying causes for the performance may be?

Responses should include that the squad leader likely risks alienating the subordinate and blocking any future development that might otherwise be possible.

Assuming that you've observed a subordinate's performance on a number of occasions performing different tasks, you've now got multiple observation assessment reports in your hands. Now what?

NOTE: Accept student feedback. After comments, show VGT-14, which outlines the key parts of an assessment summary.

SHOW VGT-14, COMPLETE AN ASSESSMENT SUMMARY



**COMPLETE AN
ASSESSMENT SUMMARY**

- Use the Developmental Counseling Form; attach applicable assessment reports.
- Summarize the ratings by dimension.
- Identify overall strengths and weaknesses.
- Identify potential cause(s) for weaknesses.
- Identify potential action(s) to maintain strengths and address areas that require improvement.

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Let's review each of the bullets on this slide. Why is each bullet important for a squad leader to do **before** sitting down with the subordinate to do developmental counseling?

NOTE: The students can probably figure this out for themselves--rather than lecturing at them, facilitate their considerations/solutions. It should be similar to the following:

Attaching all applicable assessment reports is important so the squad leader takes into account all relevant observations and remains as objective as possible. The squad leader also considers the inputs of others who have come into contact with the subordinate's performance. The correctly developed assessment reports should ensure that the squad leader is able to talk knowledgeably with specifics to the subordinate. Summation of ratings, by dimension, is done so conclusions are reliable. Everyone has bad days, so essentially this is an average rating for each leadership dimension observed. Leaders must identify overall developmental strengths and weaknesses of the subordinate. This is important so that the subordinate and platoon sergeant remain focused on the subordinate's individualized developmental needs.

Ref: FM 22-100, App C, para C-38

A leader should identify potential cause(s) for developmental needs of the subordinate.

This is important because attacking the cause of developmental weaknesses is the key to development.

The leader should then identify potential action(s) to address maintaining all developmental needs. This includes maintaining strengths and addressing areas that require improvement. This is important so that the leader can assist the subordinate, if necessary, in finding ways to facilitate development.

NOTE: To generate discussion ask the following question: As we prepare an assessment summary, why are we careful to identify only potential causes for weaknesses and potential actions to address them?

Response should include that because the assessment summary is only the squad leader's assessment, a more complete picture of the subordinate won't be possible until the actual conduct of the counseling session. Then, the subordinate will share in understanding how he is performing, why, and how he can do better/develop.

Developing Potential Actions

A developmental action plan is the planned actions to develop a subordinate in specific leadership dimensions. This is not just the squad leader's job to do alone. It is a joint effort between the squad leader and the subordinate. Joint development of the plan is the key to gaining the subordinate's understanding and commitment to it. The leader's preparation of a tentative plan before actually sitting down with the subordinate in a developmental counseling session is essential to facilitating discussion, understanding, and generating ideas about ways a subordinate will develop. A subordinate also needs to prepare for the session. The more involved he is in thinking about his own development, the more likely actions taken will "stick" and he will follow them through.

NOTE: To generate discussion ask the following questions:

- It's often hard to think of ways to address a given shortcoming--i.e., How do you help a subordinate be more tactical or become a better learner? Who in your chain of command could offer you some advice in developing potential actions to fix developmental needs?

Responses might include that the other platoon sergeants, the first sergeant, even the sergeant major could apply his experience and help with resources to provide some really good ideas for potential actions.

- What did we say the assessment summary does, and how's it different than the developmental action plan?

Response should include that the assessment summary outlines a subordinate's strengths, developmental needs, and the specific tasks both subordinate and leader agree to do and support, respectively, to aid the subordinate in developing specific tasks to his needs. You complete it before sitting down with the subordinate at the developmental counseling session. You develop the Developmental Action Plan as a consequence of the counseling session.

Developmental Counseling Form

The Developmental Counseling Form provides an easy way to reference the 23 core leadership dimensions and a way to hone in on those specific areas where attention will lead to improvement and/or sustainment. It is a form that will be readily available in the field. You don't have to use the form, but it's the process that is important. This form just makes developmental counseling a little easier by enabling the squad leader to progress directly from doing an assessment summary on it, to doing the developmental counseling session, and finalizing the plan of action, all on one form.

Are there any questions before we attempt to do an assessment summary in our small groups?

NOTE: Respond to student questions and feedback.

Ref: FM 22-100, para C-78

REMOVE VGT-14

NOTE: Carry on with the previous application to the SGT Donaldson scenarios. Refer students to PE-4. Students should use the information provided previously in Observation #1 in addition to the Observation #2 information. There is a requirement for students to correctly record and assess SGT Donaldson's performance based on Observation #3 provided in order to prepare the assessment summary. Call on students to present their responses and critiques to each of the following: summation of ratings (by dimension), overall strengths and weaknesses, potential causes, and potential actions to address weaknesses.

Now you appreciate why a leader needs to take time to adequately prepare for the developmental counseling session. Remember, this advanced thinking and preparation remain only tentative until you can bounce them off of and further develop them with the subordinate.

NOTE:

- Ask for and respond to student questions.
- Pass out SPE-3 and SPE-4 solution worksheets (Appendix C) and Leadership Assessment Report solution pertaining to SGT Donaldson.
- Ask why is it so essential that squad leader prepare an assessment summary prior to the counseling taking place.

Response should include that it is because it enables the squad leader to assemble all the available performance information as objectively as possible, determine overall strengths and weaknesses, and figure out potential causes/actions before sitting down with the subordinate for counseling. Absent this step, developmental counseling would not have much focus, or much likelihood of resulting in subordinate development.


Now that you've tried it on your own, what aspect of actually doing the assessment summary did you find the most difficult? How did you overcome these challenges?

NOTE: Accept student feedback. Attempt to get the students to talk to each other about overcoming these challenges. Ask them where this places us in regards to the observe, assess, coach, and counsel model.

Responses should include that we are now at the developmental counseling session stage. This is what we will be focusing on next.

NOTE: Before showing VGT-15, ask students how they would go about developing subordinates. After a few responses discuss VGT-15.

SHOW VGT-15, DEVELOPING SUBORDINATES



**DEVELOPING
SUBORDINATES**

Step 1 - Observe and record leadership actions.

Step 2 - Assess and compare what you see to performance indicators; classify the observations to determine if the behavior exceeds, meets, or fails to meet the standard.

Step 3 - Coach the subordinates - tell the subordinates what you saw and give them a chance to assess themselves.

Step 4 - Conduct a developmental counseling session.

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REMOVE VGT-15

2. Learning Step / Activity 2. PE-5 Developmental Counseling

Method of Instruction: Practical Exercise (Performance)
 Technique of Delivery: Small Group Instruction (SGI)
 Instructor to Student Ratio: 1:16
 Time of Instruction: 5 mins
 Media: PE-5

NOTE: Refer students to the counseling form (PE-5) they completed pertaining to SSG Donaldson (PEs 3, and 4). Review student solutions. There is no formal solution to this practical exercise.

CHECK ON LEARNING: PE-5 serves as the check on learning for this ELO.

SECTION IV. SUMMARY

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

Check on Learning

We discussed how to develop subordinates and how to observe, assess, coach, and counsel. Do you think you'll be able to do this once you return to a unit? Let's review the highlights of what we learned about developing subordinates in a platoon.

QUESTION: What does leadership doctrine have to do with counseling and developing subordinates?

ANSWER: Leadership doctrine guides how we develop ourselves and our subordinates.

Ref: FM 22-100, para 2-2

QUESTION: Why do we do an assessment summary before counseling?

ANSWER: The assessment summary provides a basis for the counseling session and allows the leader to talk knowledgeably with specifics to the subordinate.

Ref: FM 22-100, para C-61

QUESTION: How do we get subordinates engaged in their own development counseling session?

ANSWER: By letting the subordinate do most of the talking and identifying what they think their needs are.

Ref: FM 22-100, para C-69

QUESTION: Who develops the developmental action plan?

ANSWER: The subordinate and the leader.

Ref: FM 22-100, para C-71

QUESTION: What must the squad leader sign-up to do?

ANSWER: Provide the support needed for the subordinate to accomplish the plan of action.

Ref: FM 22-100, para C-75

**Review /
Summarize
Lesson**

Your soldiers deserve the best you can give them, and attending to their development will no doubt result in a better platoon and better leaders for our Army of tomorrow.

**Transition to
Next Lesson**

In this lesson we discussed the development of subordinates. This training will provide you with a base of assessment skills which you will continue to develop as you grow as a leader.

SECTION V. STUDENT EVALUATION

**Testing
Requirements**

NOTE: Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

During this course, you will take a 50 question examination. The examination will include questions on the ELOs and TLO from this lesson. You must correctly answer 35 questions or more to receive a GO. A GO is a graduation requirement.

**Feedback
Requirements**

Schedule and provide feedback on the evaluation and any information to help answer students' questions about the evaluated products.

VIEWGRAPHS FOR LESSON 1: L335 version 1

Terminal Learning Objective

VGT 1, What We Are Trying To Accomplish



WHAT WE ARE TRYING TO ACCOMPLISH

- Learn how to develop subordinates according to the dimensions that define effective leadership.
- Improve skills for using the observe, assess, coach, and counsel (O/A/C/C) model.
- Inspire ourselves to become committed to leader development.

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VGT 2, How We Are Going To Accomplish It



HOW WE ARE GOING TO ACCOMPLISH IT

- Apply the observe, assess, coach, and counsel model to classroom exercises.
- Develop an assessment summary by combining multiple assessments and determining overall strengths and weaknesses, potential causes, and potential actions.

VGT 3, Terminal Learning Objective



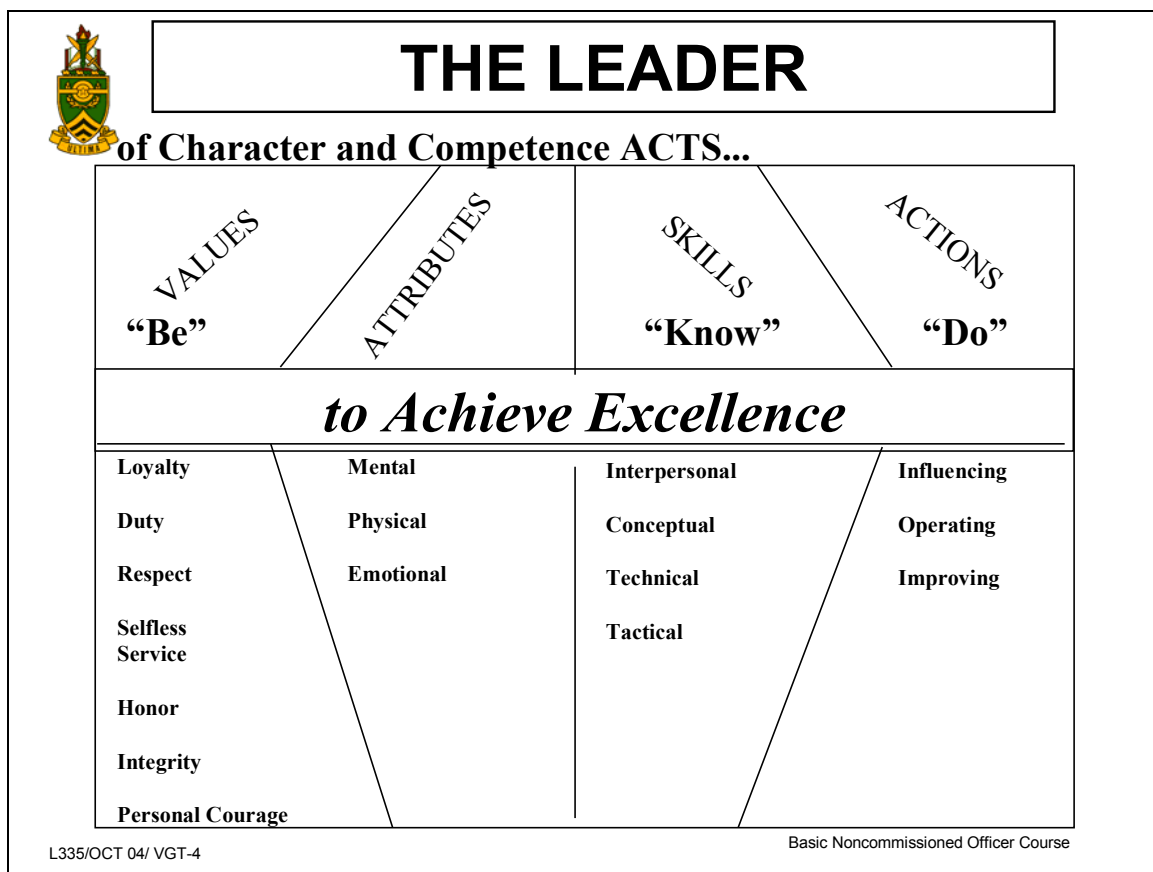
TERMINAL LEARNING OBJECTIVE

- **TASK:** Employ assessments to develop a subordinate.
- **CONDITION:** As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.
- **STANDARD:** Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.

Enabling Learning Objective A

Learning Step 1

VGT 4, The Leader



VGT 5, Army Values



Army Values

FM 22-100 states the following:

Loyalty: Bear true faith and allegiance to the U.S. Constitution, the Army, your unit and other soldiers.

Duty: Fulfill your obligations.

Respect: Treat people as they should be treated.

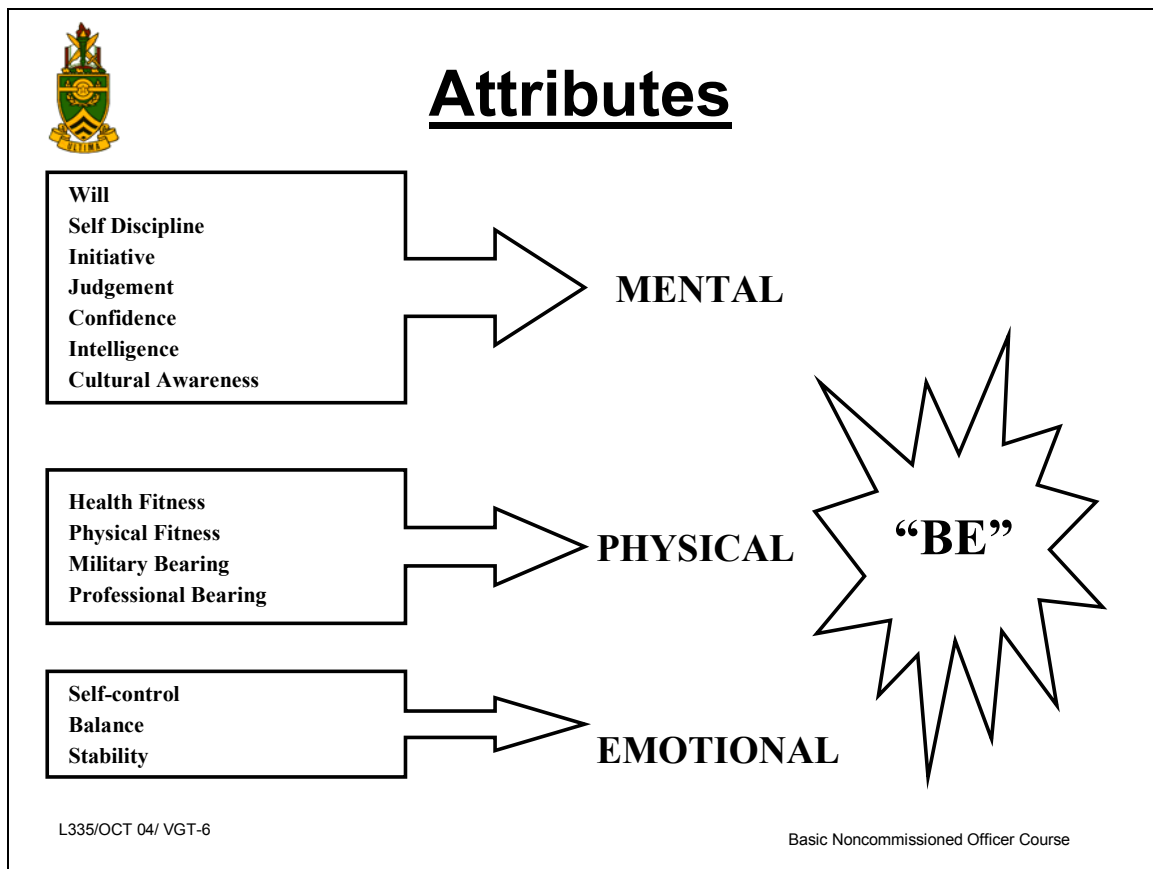
Selfless Service: Put the welfare of the nation, the Army, and your subordinates before your own.

Honor: Live up to all the Army values.

Integrity: Do what's right, legally and morally.

Personal Courage: Face fear, danger, or adversity (Physical or Moral).

VGT 6, Attributes



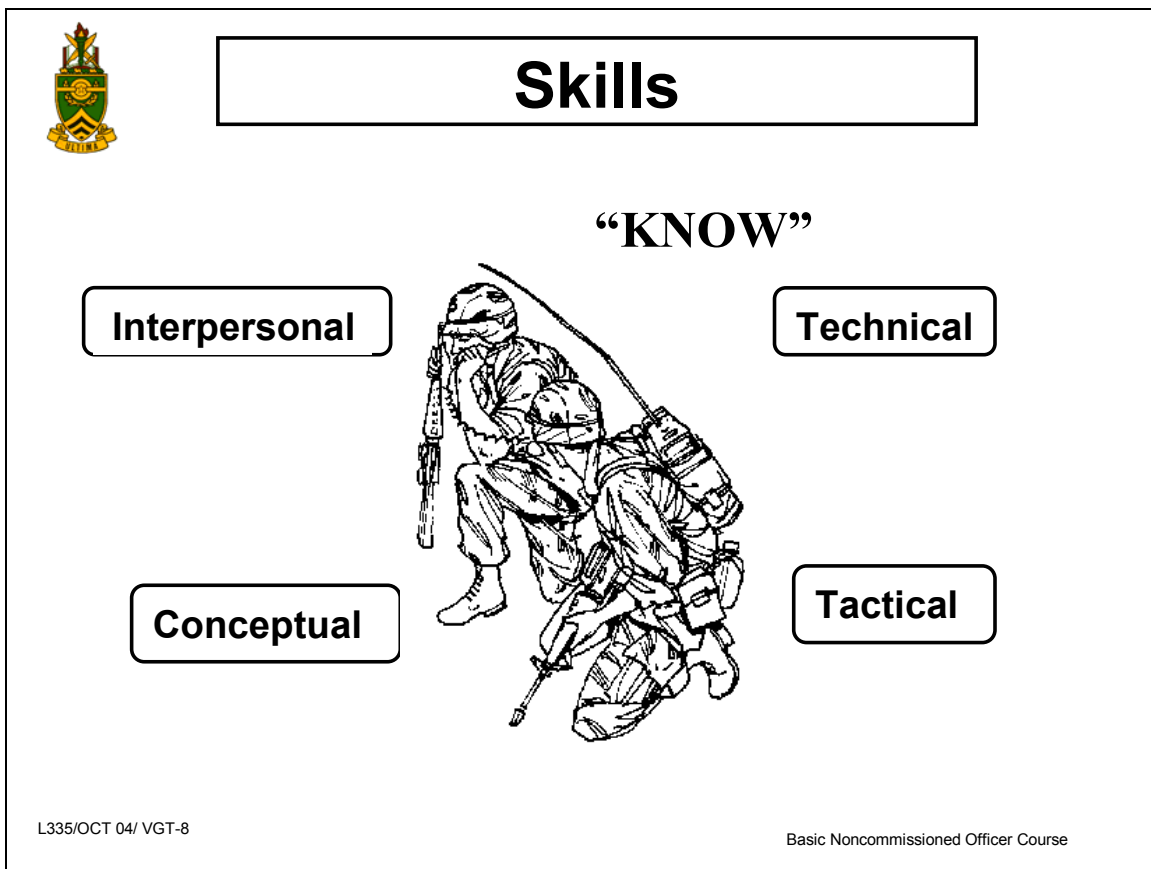
VGT 7, Cultural Awareness



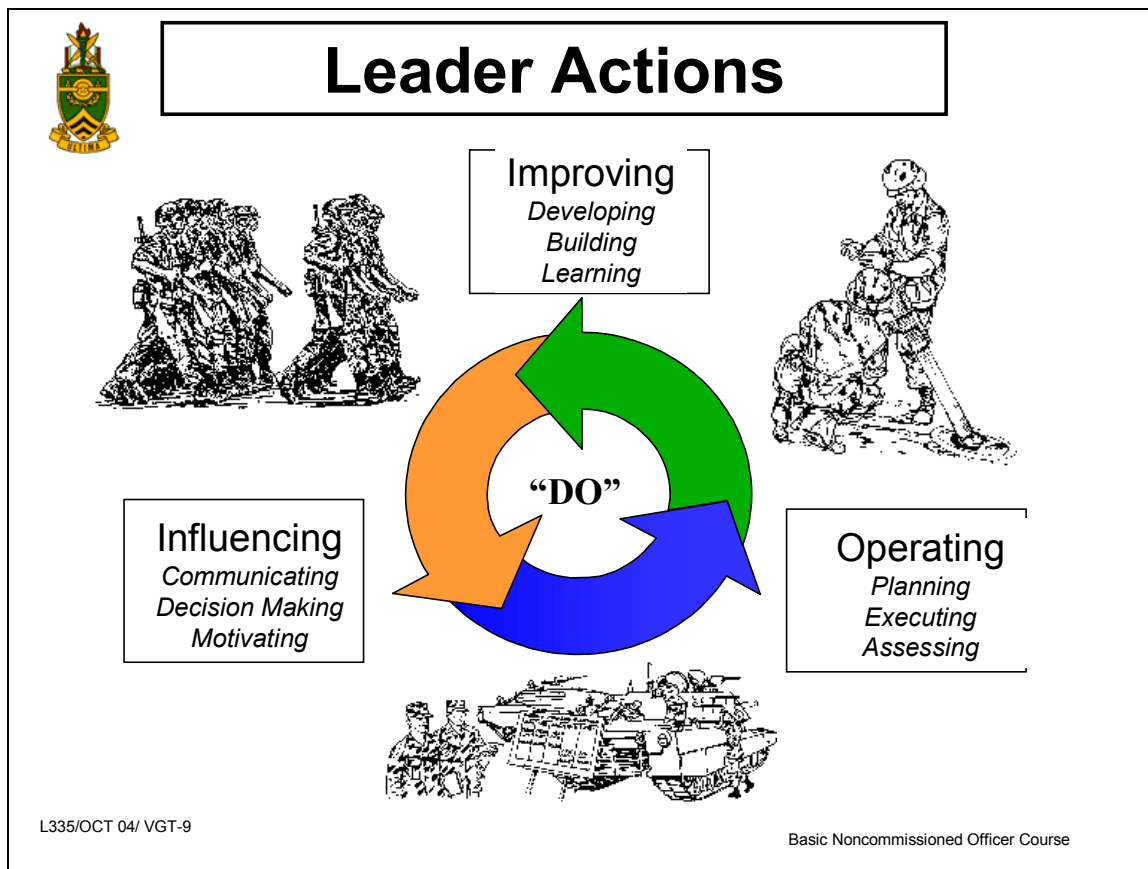
CULTURAL AWARENESS

- Mental attribute of a leader.
- Leaders should focus on the similarities and differences between individuals.
- Leaders need to make use of the different talents that individuals with different backgrounds bring to the team.

VGT 8, Skills



VGT 9, Leader Actions



VGT 10, Leadership Core Dimensions



LEADERSHIP CORE DIMENSIONS

<i>Leaders of character and competence . . .</i>			<i>Act to achieve excellence by providing purpose, direction, and motivation</i>		
Values “Be”	Attributes “Be”	Skill “Know”	Actions “Do”		
Loyalty	Mental	Interpersonal	Influencing	Operating	Improving
Duty					
Respect		Conceptual	Communicating	Planning Preparing	Developing
Selfless Service	Physical				
Honor		Technical	Decision Making	Executing	Building
Integrity	Emotional				
Personal Courage		Tactical	Motivating	Assessing	Learning

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Basic Noncommissioned Officer Course

VGT 11, Translating Dimensions To Observations



TRANSLATING DIMENSIONS TO OBSERVATIONS

(+)

(-)

VALUES (INTEGRITY)

He's truthful, even if in trouble.

He lies under pressure.

ATTRIBUTES (MIL BEARING)

Appearance alone inspires.

Bad uniform, no energy.

SKILLS (TECHNICAL)

Sticks to and uses TLPs.

Cannot use computers.

ACTIONS (DEVELOPING)

Takes college classes.

Blows off school and homework.

Enabling Learning Objective C

Learning Step 1

VGT 12, Coaching



COACHING

Step 1 - Observe and record leadership actions.

Step 2 - Assess and compare what you see to performance indicators; classify the observations to determine if the behavior exceeds, meets, or fails to meet the standard.

Step 3 - Coach the subordinates - tell the subordinates what you saw and give them a chance to assess themselves.

VGT 13, Coaching And Providing Feedback



COACHING AND PROVIDING FEEDBACK

- Be knowledgeable of the leadership dimensions.
- Be able to communicate your thoughts.
- Be trustworthy.
- Be positive.
- You are a facilitator; you may not have all the right answers. **Don't give off the cuff answers.**

Enabling Learning Objective D

Learning Step 1

VGT 14, Complete An Assessment Summary



COMPLETE AN ASSESSMENT SUMMARY

- Use the Developmental Counseling Form; attach applicable assessment reports.
- Summarize the ratings by dimension.
- Identify overall strengths and weaknesses.
- Identify potential cause(s) for weaknesses.
- Identify potential action(s) to maintain strengths and address areas that require improvement.

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VGT-15, Developing Subordinates



DEVELOPING SUBORDINATES

Step 1 - Observe and record leadership actions.

Step 2 - Assess and compare what you see to performance indicators; classify the observations to determine if the behavior exceeds, meets, or fails to meet the standard.

Step 3 - Coach the subordinates - tell the subordinates what you saw and give them a chance to assess themselves.

Step 4 - Conduct a developmental counseling session.

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Appendix B Test(s) and Test Solution(s) (N/A)

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PRACTICAL EXERCISE 1**Title**

LEADERSHIP DOCTRINE

**Lesson
Number/Title**

L335 version 1 / DEVELOP SUBORDINATE LEADERS IN A SQUAD

Introduction

This exercise lists 23 core leadership dimensions. You must select the appropriate definition for each. Once completed each group will present a positive and negative example of each dimension in their set.

Motivator

This practical exercise gives you a tool to use in improving your leadership qualities. The 23 core leadership dimensions provide the foundation for leadership development. These values, attributes, skills, and actions are the characteristics essential to leadership excellence. Improving and defining the characteristics of leadership excellence enables us a clear path to personal and professional development.

**Terminal
Learning
Objective**

NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Employ assessments to develop a subordinate.
Conditions:	As squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.
Standards:	Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.

**Safety
Requirements**

None

**Risk
Assessment
Level**

Low

**Environmental
Considerations**

None

Evaluation

You will complete and discuss solutions for this practical exercise.

**Instructional
Lead-In**

This PE reflects the necessary skills needed for real life situations, which directly relate to the material covered in this lesson.

**Resource
Requirements**

Instructor Materials:
None

Student Materials:
Pen or pencil.

**Special
Instructions**

None

Procedures

You will complete and discuss solutions for this PE in class.

LEADERSHIP DOCTRINE (FM 22-100)

Select the appropriate definitions for each of the 23 core leadership dimensions.

VALUES:

- ☐ 1. Honor
- ☐ 2. Integrity
- ☐ 3. Personal Courage
- ☐ 4. Loyalty
- ☐ 5. Respect
- ☐ 6. Selfless Service
- ☐ 7. Duty

ATTRIBUTES:

- ☐ 8. Mental
- ☐ 9. Physical
- ☐ 10. Emotional

SKILLS:

- ☐ 11. Conceptual
- ☐ 12. Interpersonal
- ☐ 13. Technical
- ☐ 14. Tactical

ACTIONS:

- ☐ 15. Communicating
- ☐ 16. Decision-making
- ☐ 17. Motivating
- ☐ 18. Planning
- ☐ 19. Executing
- ☐ 20. Assessing
- ☐ 21. Developing
- ☐ 22. Building
- ☐ 23. Learning

- a. Evaluating the efficiency and effectiveness of any system or plan in terms of its purpose and mission.
- b. Inspiring and guiding others towards mission accomplishment.
- c. Lives up to all the Army values.
- d. Puts the welfare of the Nation, the Army, and subordinates before your own.
- e. Maintains appropriate level of physical fitness and military bearing.
- f. Competence with job-related tasks.
- g. Competence in handling ideas.
- h. Face fear, danger or adversity (physical or moral).
- i. Spending time and resources to improve teams, groups, and units; fostering an ethical climate.
- j. Possesses will, initiative, self-discipline, judgment, self-confidence, intelligence, and cultural awareness.
- k. Competence in dealing with people; involves coaching, teaching, counseling, motivating and empowering.
- l. Treats people with respect.
- m. Displays self-control; calm under pressure.
- n. Bears true faith and allegiance to the U.S. Constitution, the Army, the unit, and other soldiers.
- o. Developing detailed, executable plans that are feasible, acceptable, and suitable.
- p. Seeking self-improvement and organizational growth; envisioning, adapting, and leading change.
- q. Displays good oral, written, and listening skills for individuals/groups.
- r. Fulfills your obligations.
- s. Using sound judgment, logical reasoning, and using resources wisely.
- t. Do what's right legally and morally.
- u. Enables a leader to make the correct decisions about employment and maneuver of forces on the battlefield.
- v. Investing adequate time and effort to develop individual subordinates as leaders.
- w. Meeting mission standards, taking care of people, and efficiently managing resources.

**Feedback
Requirements**

None

SOLUTION FOR PRACTICAL EXERCISE 1

Select the appropriate definitions for each of the 23 core leadership dimensions

VALUES			
<u>C</u>	1.	Honor	
<u>T</u>	2.	Integrity	
<u>H</u>	3.	Personal Courage	
<u>N</u>	4.	Loyalty	
<u>L</u>	5.	Respect	
<u>D</u>	6.	Selfless Service	
<u>R</u>	7.	Duty	
ATTRIBUTES			
<u>J</u>	8.	Mental	
<u>E</u>	9.	Physical	
<u>M</u>	10	Emotional	
SKILLS			
<u>G</u>	11	Conceptual	
<u>K</u>	12	Interpersonal	
<u>F</u>	13	Technical	
<u>U</u>	14	Tactical	
ACTIONS			
<u>Q</u>	15	Communicating	
<u>S</u>	16	Decision-making	
<u>B</u>	17	Motivating	
<u>O</u>	18	Planning	
<u>W</u>	19	Executing	
<u>A</u>	20	Assessing	
<u>V</u>	21	Developing	
<u>I</u>	22	Building	
<u>P</u>	23	Learning	

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PRACTICAL EXERCISE 2

Title LEADERSHIP ASSESSMENT REPORT

Lesson Number/Title L335 version 1 / DEVELOP SUBORDINATE LEADERS IN A SQUAD

Introduction We will use the Leadership Assessment Report throughout this course of instruction to give you practical experience in the assessment process. As a secondary benefit, you may also use it to provide you feedback on your leadership abilities.

Motivator This practical exercise is going to give you a tool for use in improving your leadership qualities. We will not be using it as a formal evaluation tool. Using it for formal evaluation may create a threatening environment where there is only a single right and wrong answer to every situation. Creating such an environment breeds distrust and creates barriers to open, frank, and objective communication, and developmental counseling.

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.

At the completion of this lesson, you [the student] will:

Action:	Employ assessments to develop a subordinate.
Conditions:	As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.
Standards:	Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations None

Evaluation	<hr/> <p>None</p> <p>This is not a graded practical exercise; it is for self evaluation and for group discussion.</p> <hr/>
Instructional Lead-In	<hr/> <p>You will complete an honest assessment of yourself as a leader. You will <u>NOT</u> turn in your self assessment, and it will remain completely private; however, we will talk about what you learned from the process of doing a self-assessment, the biases you discovered, and how you plan to compensate for those biases.</p> <hr/>
Resource Requirements	<hr/> <p>Instructor Materials: None</p> <p>Student Materials: None</p> <hr/>
Special Instructions	<hr/> <p>None</p> <hr/>
Procedures	<hr/> <p>You will complete this PE as a homework assignment and discuss your solution in class.</p> <hr/>

Leadership Assessment Report (can use it for self-assessment)

Name & Rank: _____ Event: _____
 _____ Date: _____

Leadership Position: _____ Assessor's Name & Rank : _____

Rating Scale:

- E - EXCELLENT. Exceeds requirements for successful task performance
 S - SATISFACTORY. Meets requirements for successful task performance.
 NI - NEEDS IMPROVEMENT. Does not meet requirements for successful task performance

Rating	Dimensions
<u>Values:</u>	<u>COMMENTS:</u>

- _____ **Honor:** Adheres to the Army's publicly declared code of values.
 _____ **Integrity:** Possesses high personal moral standards; honest in word and deed.
 _____ **Courage:** Manifests physical and moral bravery.
 _____ **Loyalty:** Bears true faith and allegiance to the U.S. Constitution, the Army, the unit and the soldier.
 _____ **Respect:** Promotes dignity, consideration, fairness and equal opportunity.
 _____ **Selfless Service:** Places Army priorities before self.
 _____ **Duty:** Fulfills professional, legal and moral obligations.

Attributes:

- _____ **Mental:** Possesses desire, will, initiative, and discipline
 _____ **Physical:** Maintains appropriate level of physical fitness and military bearing.
 _____ **Emotional:** Displays self-control; calm under pressure.

Skills:

- _____ **Conceptual:** Demonstrates sound judgment, critical/creative thinking, moral reasoning.
 _____ **Interpersonal:** Shows skill with people: coaching, teaching, counseling, motivating and empowering.
 _____ **Technical:** Possesses the necessary expertise to accomplish all tasks and functions.
 _____ **Tactical:** Demonstrates proficiency in required professional knowledge, judgment, and warfighting.

Actions:

- _____ **Communicating:** Displays good oral, written, and listening skills for individuals/groups.
 _____ **Decision Making:** Employs sound judgment, logical reasoning, and uses resources wisely.
 _____ **Motivation:** Inspires, motivates, and guides others toward mission accomplishment.

- _____ **Planning:** Develops detailed, executable plans that are feasible, acceptable, and suitable
- _____ **Executing:** Shows tactical proficiency, meets mission standards, and takes care of people/resources.
- _____ **Assessing:** Uses after-action and evaluation tools to facilitate consistent improvement.
- _____ **Developing:** Invests adequate time and effort to develop individual
- _____ **Building:** Spends time and resources improving teams, groups, and units; fosters ethical climate.
- _____ **Learning:** Seeks self-improvement and organizational growth; envisioning, adapting, and leading change.

**Feedback
Requirements**

None

**SOLUTION FOR
PRACTICAL EXERCISE 2**

No Standard Solution.

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PRACTICAL EXERCISE 3

Title	SGT DONALDSON OBSERVING AND ASSESSING - OBSERVATION #1							
Lesson Number/Title	L335 version 1 / DEVELOP SUBORDINATE LEADERS IN A SQUAD							
Introduction	<p>Observe and assess SGT Donaldson using the scenario provided.</p> <p>Throughout this lesson we have been discussing the development of your subordinate leaders within your squad. This exercise is one of the next steps in this process.</p>							
Motivator	<p>To be a successful squad leader you must be able to observe and assess your soldiers to find out what may need improvement. This training will provide you with a base of assessment skills which you will continue to develop as you grow as a leader.</p>							
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table><tr><td>Action:</td><td>Employ assessments to develop a subordinate.</td></tr><tr><td>Conditions:</td><td>As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.</td></tr><tr><td>Standards:</td><td>Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.</td></tr></table>		Action:	Employ assessments to develop a subordinate.	Conditions:	As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.	Standards:	Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.
Action:	Employ assessments to develop a subordinate.							
Conditions:	As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.							
Standards:	Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.							
Safety Requirements	None							
Risk Assessment Level	Low							
Environmental Considerations	None							
Evaluation	<p>This is not a graded PE. At the end of the PE you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.</p>							

Instructional Lead-In	This PE reflects real life situations which directly relate to the material covered in this lesson.
Resource Requirements	Instructor Materials: None Student Materials: None
Special Instructions	None
Procedures	You will complete this PE as a homework assignment and discuss your solution in class.

Sergeant Donaldson Observing and Assessing, Observation #1

SCENARIO: It's Friday, 04 SEP, at 0715 hours. During a platoon FTX in Training Area 14, you watched your assistant squad leader, SGT Donaldson, prepare to move the squad out on a patrol. The soldiers were all lined-up, but SGT Donaldson was fumbling with his map and protractor. You noticed that he had forgotten to account for the 13-degree EAST declination, so you had to remind him. Then you noticed that he struggled to set it properly on his compass and then, in a rage, threw it against a tree saying, "Who needs this damn thing anyway."

1. How would you classify SGT Donaldson's technical ability?
2. How would you classify SGT Donaldson's emotional behavior?
3. What technical step did SGT Donaldson omit on his compass?

Feedback Requirements	None
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**SOLUTION FOR
PRACTICAL EXERCISE 3**

SCENARIO: It's Friday, 04 SEP, at 0715 hours. During a platoon FTX in Training Area 14, you watched your assistant squad leader, SGT Donaldson prepare to move the squad out on a patrol. The soldiers were all lined-up, but SGT Donaldson was fumbling with his map and protractor. He had forgotten to account for the 13-degree EAST declination, so you had to remind him. Then you noticed that he struggled to set it properly on his compass and then, in a rage, threw it against a tree saying, "Who needs this damn thing anyway."

1. How would you classify SGT Donaldson's technical ability?

Answer: Failed to recognize declination or know how to set it on a compass. Technical: **Needs Improvement.**

2. How would you classify SGT Donaldson's emotional behavior?

Answer: In a rage lost control and threw the compass against a tree. Emotional: **Needs Improvement.**

3. What technical step did SGT Donaldson omit on his compass?

Answer: SGT Donaldson did not account for the proper compass declination without assistance and seemed not to know how to set it properly on his compass before moving out on patrol. Then in anger threw his compass against a tree. Emotional and Technical: **Needs Improvement.**

PRACTICAL EXERCISE 4

Title SGT DONALDSON OBSERVING AND ASSESSING - OBSERVATION #2 AND #3

Lesson Number/Title L335 version 1 / DEVELOP SUBORDINATE LEADERS IN A SQUAD

Introduction This PE continues with the observation and assessment of SGT Donaldson using additional information. Throughout this lesson we have been discussing the development of your subordinate leaders within your squad. This exercise is one of the next steps in this process.

Motivator To be a successful squad leader you must be able to observe and assess your soldiers to find out what may need improvement. This training will provide you with a base of assessment skills which you will continue to develop as you grow as a leader.

Terminal Learning Objective **NOTE:** The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.
At the completion of this lesson, you [the student] will:

Action:	Employ assessments to develop a subordinate.
Conditions:	As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.
Standards:	Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.

Safety Requirements None

Risk Assessment Level Low

Environmental Considerations None

Evaluation This is not a graded PE. At the end of the PE you will receive a solution sheet. As a group, you will discuss the solution and resolve any misunderstandings.

**Instructional
Lead-In**

This PE reflects real life situations which directly relate to the material covered in this lesson.

**Resource
Requirements**

Instructor Materials:
None

Student Materials:
None

**Special
Instructions**

None

Procedures

You will complete this PE as a homework assignment and discuss your solution in class.

Sergeant Donaldson Assessment Summary, Observation #2 and Observation #3

The instructor can orally present the following scenarios or hand them out to the students in paper copy. This scenarios are a continuation of the previous observation (Observation #1) on SGT Donaldson. Students must read Observation #2 and utilize the information when preparing the assessment summary following Observation #3.

SGT Donaldson: OBSERVATION 2

SCENARIO: SGT Donaldson turned around only to see his soldiers staring at him; he was visibly embarrassed. He walked over to the tree and picked up the compass he'd thrown, put it in his pocket, and said he "would rather navigate by using the terrain alone anyway." He directed the squad to move-out in a traveling formation which was inconsistent with the current enemy situation. During the 8 kilometer movement over relatively flat terrain, the squad did not maintain good flank or rear security, nor did SGT Donaldson ever make corrections. Twice the lead team leader suggested a change in the squad's direction of movement, but SGT Donaldson insisted that he was in charge and not to worry about it. When the squad arrived at the river's edge, at 14 0930 Sept in Training Area 14, SGT Donaldson was clearly out-of-breath, and it was clear they were at the wrong spot--500 feet south of the fording site/bridge where they were supposed to cross. He started yelling at the point man of the patrol, but it was too late--the squad had already moved well-south of the platoon southern boundary.

Summarize SGT Donaldson's actions.

Sergeant Donaldson Assessment Summary, Observation #3

This scenario is a continuation of the previous observations (Observations #1 and #2) on SGT Donaldson. Students must classify and rate behaviors and then develop an assessment summary based on Observations #1, #2, and #3.

SGT Donaldson: Observation #3

SCENARIO: While describing your plan to conduct some developmental counseling, you asked the platoon sergeant/leader if he had any impressions of SGT Donaldson that you should consider. He said the following: "During recovery operations following the FTX, on 19 Sept in the motor pool, I saw Donaldson making a number of valid corrections and really teaching those soldiers about maintenance and accountability. He impressed me. He even let PFC Jones brief me, and then when I found a discrepancy, jumped right in and took responsibility the way I'd expect an NCO to do. SGT Donaldson struggles in the field, I know, but otherwise he's a good NCO with good potential. Develop him." You pulled out your notebook and recorded/assessed what the platoon sergeant/leader had said.

CLASSIFY

Developing
Executing
Motivating
Technical
Courage

Excellent

()
()
()
()
()

RATE

Satisfactory

()
()
()
()
()

Unsatisfactory

()
()
()
()
()

ASSESSMENT SUMMARY:

SGT DONALDSON'S OVERALL STRENGTHS:

SGT DONALDSON'S OVERALL DEVELOPMENTAL NEEDS:

POTENTIAL CAUSES?

POTENTIAL DEVELOPMENTAL ACTIONS?**Feedback
Requirements**

None

SOLUTION FOR PRACTICAL EXERCISE 4

<u>CLASSIFY</u>	<u>RATE</u>		
	<u>Excellent</u>	<u>Satisfactory</u>	<u>Unsatisfactory</u>
Developing	()	(X)	()
Executing	()	(X)	()
Motivating	()	(X)	()
Technical	()	()	(X)
Courage	()	(X)	()

ASSESSMENT SUMMARY:

SGT DONALDSON'S OVERALL STRENGTHS:

Developing, executing, motivating, technical, and courage all excellent in garrison. Platoon sergeant/leader has commented about his good potential as an NCO.

SGT DONALDSON'S OVERALL DEVELOPMENTAL NEEDS:

- Tactical movement and navigation skills in the field seem deficient.
- When frustrated with the above, he loses his temper and is out of control.
- When frustrated, especially, he's not open to the input from subordinates.
- He's not developing his subordinates, or the squad as a whole, in the field.
- He may be out of physical shape as evidenced by his condition after the 8 km movement.

POTENTIAL CAUSES?

- We don't get to practice land navigation too much--perhaps we need more individual training with a map and compass?
- Lacking in experience leading the squad in the field?
- Insecure about field responsibilities?

POTENTIAL DEVELOPMENTAL ACTIONS?

- Provide SGT Donaldson with applicable FM for squad-level maneuver to study.
- Give SGT Donaldson some one-on-one training with map/compass, and then lay aside some time for him to go to the local Land Navigation Course to improve his skills and confidence.
- Coordinate with the first sergeant who's evaluating another platoon's squads to let SGT Donaldson go along and watch as they execute their squad patrols.

PRACTICAL EXERCISE 5

Title	DEVELOPMENTAL COUNSELING OF SGT DONALDSON						
Lesson Number/Title	L335 version 1 / DEVELOP SUBORDINATE LEADERS IN A SQUAD						
Introduction	<p>This PE continues further with the observation and assessment of SGT Donaldson by culminating the information gathered in PE-3 and PE-4 into a developmental counseling. Throughout this lesson we have been discussing the development of your subordinate leaders within your squad. This exercise is one of the last steps in this process. Discuss in class what students put on the counseling form. There is no formal solution to this practical exercise.</p>						
Motivator	<p>To be a successful squad leader you must be able to observe and assess your soldiers to find out what may need improvement. This enables assessments to be applied, one performance at a time. Otherwise, as leaders, we'd merely be making overall assessments without objectively looking at all the details of the individuals performance</p>						
Terminal Learning Objective	<p>NOTE: The instructor should inform the students of the following Terminal Learning Objective covered by this practical exercise.</p> <p>At the completion of this lesson, you [the student] will:</p> <table border="1"> <tr> <td>Action:</td><td>Employ assessments to develop a subordinate.</td></tr> <tr> <td>Conditions:</td><td>As a squad leader, given instruction about emerging leadership doctrine, and Army leadership policy and given FM 22-100.</td></tr> <tr> <td>Standards:</td><td>Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.</td></tr> </table>	Action:	Employ assessments to develop a subordinate.	Conditions:	As a squad leader, given instruction about emerging leadership doctrine, and Army leadership policy and given FM 22-100.	Standards:	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.
Action:	Employ assessments to develop a subordinate.						
Conditions:	As a squad leader, given instruction about emerging leadership doctrine, and Army leadership policy and given FM 22-100.						
Standards:	Conducted a formal evaluation of a subordinate for leadership development, IAW FM 22-100 and within the specified time.						
Safety Requirements	None						
Risk Assessment Level	Low						

**Environmental
Considerations**

None

Evaluation

This is not a graded PE. There is no formal solution to this PE. As a group, you will discuss the solution and resolve any misunderstandings.

**Instructional
Lead-In**

This PE reflects real life situations which directly relate to the material covered in this lesson.

**Resource
Requirements**

Instructor Materials:
None

Student Materials:
None

**Special
Instructions**

None

Procedures

You will complete this PE as a homework assignment using the observations recorded in on SGT Donaldson and discuss your solution in class.

DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100.			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN)			
PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates.			
ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary.			
DISCLOSURE: Disclosure is voluntary.			
Part I - Administrative Data			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. Performance/Professional or Event-Oriented counseling and includes the leaders facts and observations prior to the counseling): 			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: 			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below):

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate):

Individual counseled: I agree / disagree with the information above

Individual counseled remarks:

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action):

Signature of Counselor: _____ Date: _____

Part IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment: (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

**Feedback
Requirements**

None

**SOLUTION FOR
PRACTICAL EXERCISE 5**

No Standard Solution.

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HANDOUTS FOR LESSON 1: L335, version 1

This appendix contains the items listed in this table--

Title/Synopsis	Pages
SH-1, Advance Sheet	SH-1-1
SH-2, Extracts from FM 22-100	SH-2-1

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Student Handout 1

Advance Sheet

Lesson Hours This lesson consists of two hours and fifteen minutes of small group instruction and a thirty-five minute practical exercise.

Overview As a squad leader you are responsible for the development of leadership qualities in your subordinates. You are responsible for developing these soldiers utilizing army leadership policies. You will plan, observe, record, and assess a subordinate's behavior IAW the 23 core leadership dimensions. This results in a Plan of Action for leadership development, acceptable to the subordinate. This task is completed in a classroom environment, given instruction about emerging leadership doctrine outlined in FM 22-100, Army Leadership. Small group discussions and the use of practical exercises to conduct these tasks within a specified time limit.

Learning Objective

The Terminal Learning Objective (TLO).

Action:	Employ assessments to develop a subordinate.
Conditions:	As a squad leader given instruction about emerging leadership doctrine and Army leadership policy and given FM 22-100.
Standards:	Conducted a formal evaluation of a subordinate for leadership development IAW FM 22-100 within the specified time.

ELO A Explain leader values, attributes, skills, and actions, their relevancy to leader duties and responsibilities, and the framework they provide for developing leaders.

ELO B Explain the observe, assess, coach and counsel model (O/A/C/C) and how it is used to improve leadership performance and potential.

ELO C Assess subordinate performance.

ELO D Complete an assessment summary.

Assignment

The student assignments are:

- Read FM 22-100, Chapter 2, and Appendixes B and C.
- Complete PE-2, PE-3, PE-4, and PE-5, before class.

Additional Subject Area Resources

None

Bring to Class

- FM 22-100
- All advanced readings.

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Student Handout 2

Extracts from FM 22-100

This student handout contains 59 pages of extracted material from FM 22-100.

Chapter 2	pages 2-1 thru 2-28
Appendix B	pages B-1 thru B-8
Appendix C	pages C-1 thru C-23

Disclaimer: The training developer downloaded this extract from <http://155.217.58.58/atdls.htm>. The text may contain passive voice, misspellings, grammatical errors, etc., and may not be in compliance with the Army Writing Style Program.

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CHAPTER 2

The Leader and Leadership: What the Leader Must Be, Know, and Do

I do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; and that I will obey the orders of the President of the United States and the orders of the officers appointed over me, according to regulations and the Uniform Code of Military Justice. So help me God.

Oath of Enlistment

I [full name], having been appointed a [rank] in the United States Army, do solemnly swear (or affirm) that I will support and defend the Constitution of the United States against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely, without any mental reservation or purpose of evasion, and that I will well and faithfully discharge the duties of the office upon which I am about to enter. So help me God.

Oath of office taken by commissioned officers and DA civilians

2-1. Beneath the Army leadership framework shown in Figure 1-1, 30 words spell out your job as a leader: **Leaders of character and competence act to achieve excellence by developing a force that can fight and win the nation's wars and serve the common defense of the United States.** There's a lot in that sentence. This chapter looks at it in detail.

2-2. Army leadership doctrine addresses what makes leaders of character and competence and what makes leadership. Figure 2-1 highlights these values and attributes. Remember from Chapter 1 that character describes what leaders must BE; competence refers to what leaders must KNOW; and action is what leaders must DO. Although this chapter discusses these concepts one at a time, they don't stand alone; they are closely connected and together make up who you seek to be (a leader of character and competence) and what you need to do (leadership).

CHARACTER: WHAT A LEADER	
MUST BE	2-2
Army Values	2-2
Leader Attributes	2-10
Focus on Character	2-19
COMPETENCE: WHAT A LEADER	
MUST KNOW	2-24
LEADERSHIP: WHAT A	
LEADER MUST DO	2-26
Influencing	2-27
Operating	2-27
Improving	2-28
SUMMARY	2-28

SECTION I

CHARACTER: WHAT A LEADER MUST BE

Everywhere you look—on the fields of athletic competition, in combat training, operations, and in civilian communities—soldiers are doing what is right.

Former Sergeant Major of the Army
Julius W. Gates

2-3. Character—who you are—contributes significantly to how you act. Character helps you know what’s right and do what’s right, all the time and at whatever the cost. Character is made up of two interacting parts: values and attributes. Stephen Ambrose, speaking about the Civil War, says that “at the pivotal point in the

war it was always the character of individuals that made the difference.” Army leaders must be those critical individuals of character themselves and in turn develop character in those they lead. (Appendix E discusses character development.)

ARMY VALUES

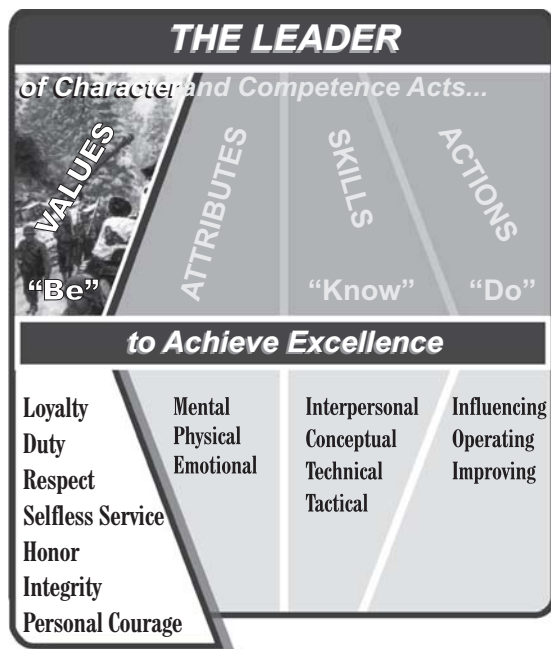


Figure 2-1. Army Values

2-4. Your attitudes about the worth of people, concepts, and other things describe your values. Everything begins there. Your subordinates enter the Army with their own values, developed in childhood and nurtured through experience. All people are all shaped by what they’ve seen, what they’ve learned, and whom they’ve met.

But when soldiers and DA civilians take the oath, they enter an institution guided by Army values. These are more than a system of rules. They’re not just a code tucked away in a drawer or a list in a dusty book. These values tell you what you need to be, every day, in every action you take. Army values form the very identity of the Army, the solid rock upon which everything else stands, especially in combat. They are the glue that binds together the members of a noble profession. As a result, the whole is much greater than the sum of its parts. Army values are nonnegotiable: they apply to everyone and in every situation throughout the Army.

2-5. Army values remind us and tell the rest of the world—the civilian government we serve, the nation we protect, even our enemies—who we are and what we stand for. The trust soldiers and DA civilians have for each other and the trust the American people have in us depends on how well we live up to Army values. They are the fundamental building blocks that enable us to discern right from wrong in any situation. Army values are consistent; they support one another. You can’t follow one value and ignore another.

2-6. Here are the Army values that guide you, the leader, and the rest of the Army. They form the acronym LDRSHIP:

Loyalty
Duty
Respect
Selfless Service
Honor
Integrity
Personal Courage

2-7. The following discussions can help you understand Army values, but understanding is only the first step. As a leader, you must not only understand them; you must believe in them, model them in your own actions, and teach others to accept and live by them.

LOYALTY

Bear true faith and allegiance to the US Constitution, the Army, your unit, and other soldiers.

Loyalty is the big thing, the greatest battle asset of all. But no man ever wins the loyalty of troops by preaching loyalty. It is given to him as he proves his possession of the other virtues.

Brigadier General S. L. A. Marshall
Men Against Fire

2-8. Since before the founding of the republic, the Army has respected its subordination to its civilian political leaders. This subordination is fundamental to preserving the liberty of all Americans. You began your Army career by swearing allegiance to the Constitution, the basis of our government and laws. If you've never

read it or if it has been a while, the Constitution is in Appendix F. Pay particular attention to Article I, Section 8, which outlines congressional responsibilities regarding the armed forces, and Article II, Section 2, which designates the president as commander in chief. Beyond your allegiance to the Constitution, you have an obligation to be faithful to the Army—the institution and its people—and to your unit or organization. Few examples illustrate loyalty to country and institution as well as the example of GEN George Washington in 1782.

2-9. GEN Washington's example shows how the obligation to subordinates and peers fits in the context of loyalty to the chain of command and the institution at large. As commander of the Continental Army, GEN Washington was obligated to see that his soldiers were taken care of. However, he also was obligated to ensure that the new nation remained secure and that the Continental Army remained able to fight if necessary. If the Continental Army had marched on the seat of government, it may well have destroyed the nation by undermining the law that held it together. It also would have destroyed the Army as an institution by destroying the basis for the authority under which it served. GEN Washington realized these things and acted based on his knowledge. Had he done nothing else, this single act would have been enough to establish GEN George Washington as the father of his country.

GEN Washington at Newburgh

Following its victory at Yorktown in 1781, the Continental Army set up camp at Newburgh, New York, to wait for peace with Great Britain. The central government formed under the Articles of Confederation proved weak and unwilling to supply the Army properly or even pay the soldiers who had won the war for independence. After months of waiting many officers, angry and impatient, suggested that the Army march on the seat of government in Philadelphia, Pennsylvania, and force Congress to meet the Army's demands. One colonel even suggested that GEN Washington become King George I.

Upon hearing this, GEN Washington assembled his officers and publicly and emphatically rejected the suggestion. He believed that seizing power by force would have destroyed everything for which the Revolutionary War had been fought. By this action, GEN Washington firmly established an enduring precedent: America's armed forces are subordinate to civilian authority and serve the democratic principles that are now enshrined in the Constitution. GEN Washington's action demonstrated the loyalty to country that the Army must maintain in order to protect the freedom enjoyed by all Americans.

2-10. Loyalty is a two-way street: you should not expect loyalty without being prepared to give it as well. Leaders can neither demand loyalty nor win it from their people by talking about it. The loyalty of your people is a gift they give you when, and only when, you deserve it—when you train them well, treat them fairly, and live by the concepts you talk about. Leaders who are loyal to their subordinates never let them be misused.

2-11. Soldiers fight for each other—loyalty is commitment. Some of you will encounter the most important way of earning this loyalty: leading your soldiers well in combat. There's no loyalty fiercer than that of soldiers who trust their leader to take them through the dangers of combat. However, loyalty extends to all members of an organization—to your superiors and subordinates, as well as your peers.

2-12. Loyalty extends to all members of all components of the Army. The reserve components—Army National Guard and Army Reserve—play an increasingly active role in the Army's mission. Most DA civilians will not be called upon to serve in combat theaters, but their contributions to mission accomplishment are nonetheless vital. As an Army leader, you'll serve throughout your career with soldiers of the active and reserve components as well as

DA civilians. All are members of the same team, loyal to one another.

DUTY

Fulfill your obligations.

The essence of duty is acting in the absence of orders or direction from others, based on an inner sense of what is morally and professionally right....

General John A. Wickham Jr.
Former Army Chief of Staff

2-13. Duty begins with everything required of you by law, regulation, and orders; but it includes much more than that. Professionals do their work not just to the minimum standard, but to the very best of their ability. Soldiers and DA civilians commit to excellence in all aspects of their professional responsibility so that when the job is done they can look back and say, "I couldn't have given any more."

2-14. Army leaders take the initiative, figuring out what needs to be done before being told what to do. What's more, they take full responsibility for their actions and those of their subordinates. Army leaders never shade the truth to make the unit look good—or even to make their subordinates feel good. Instead, they follow their higher duty to the Army and the nation.

Duty in Korea

CPT Viola B. McConnell was the only Army nurse on duty in Korea in July of 1950. When hostilities broke out, she escorted nearly 700 American evacuees from Seoul to Japan aboard a freighter designed to accommodate only 12 passengers. CPT McConnell assessed priorities for care of the evacuees and worked exhaustively with a medical team to care for them. Once in Japan, she requested reassignment back to Korea. After all she had already done, CPT McConnell returned to Taejon to care for and evacuate wounded soldiers of the 24th Infantry Division.

2-15. CPT McConnell understood and fulfilled her duty to the Army and to the soldiers she supported in ways that went beyond her medical training. A leader's duty is to take charge, even in unfamiliar circumstances. But duty isn't reserved for special occasions. When a platoon sergeant tells a squad leader to inspect weapons, the squad leader has fulfilled his

minimum obligation when he has checked the weapons. He's done what he was told to do. But if the squad leader finds weapons that are not clean or serviced, his sense of duty tells him to go beyond the platoon sergeant's instructions. The squad leader does his duty when he corrects the problem and ensures the weapons are up to standard.

2-16. In extremely rare cases, you may receive an illegal order. Duty requires that you refuse to obey it. You have no choice but to do what's ethically and legally correct. Paragraphs 2-97 through 2-99 discuss illegal orders.

RESPECT

Treat people as they should be treated.

The discipline which makes the soldiers of a free country reliable in battle is not to be gained by harsh or tyrannical treatment. On the contrary, such treatment is far more likely to destroy than to make an army. It is possible to impart instruction and to give commands in such manner and such a tone of voice to inspire in the soldier no feeling but an intense desire to obey, while the opposite manner and tone of voice cannot fail to excite strong resentment and a desire to disobey. The one mode or the other of dealing with subordinates springs from a corresponding spirit in the breast of the commander. He who feels the respect which is due to others cannot fail to inspire in them regard for himself, while he who feels, and hence manifests, disrespect toward others, especially his inferiors, cannot fail to inspire hatred against himself.

Major General John M. Schofield
Address to the United States Corps of Cadets
11 August 1879

2-17. Respect for the individual forms the basis for the rule of law, the very essence of what makes America. In the Army, respect means recognizing and appreciating the inherent dignity and worth of all people. This value reminds you that your people are your greatest resource. Army leaders honor everyone's individual worth by treating all people with dignity and respect.

2-18. As America becomes more culturally diverse, Army leaders must be aware that they will deal with people from a wider range of ethnic, racial, and religious backgrounds. Effective leaders are tolerant of beliefs different from their own as long as those beliefs don't conflict with Army values, are not illegal, and are not unethical. As an Army leader, you need to avoid misunderstandings arising from cultural

differences. Actively seeking to learn about people and cultures different from your own can help you do this. Being sensitive to other cultures can also aid you in counseling your people more effectively. You show respect when you seek to understand your people's background, see things from their perspective, and appreciate what's important to them.

2-19. As an Army leader, you must also foster a climate in which everyone is treated with dignity and respect regardless of race, gender, creed, or religious belief. Fostering this climate begins with your example: how you live Army values shows your people how they should live them. However, values training is another major contributor. Effective training helps create a common understanding of Army values and the standards you expect. When you conduct it as part of your regular routine—such as during developmental counseling sessions—you reinforce the message that respect for others is part of the character of every soldier and DA civilian. Combined with your example, such training creates an organizational climate that promotes consideration for others, fairness in all dealings, and equal opportunity. In essence, Army leaders treat others as they wish to be treated.

2-20. As part of this consideration, leaders create an environment in which subordinates are challenged, where they can reach their full potential and be all they can be. Providing tough training doesn't demean subordinates; in fact, building their capabilities and showing faith in their potential is the essence of respect. Effective leaders take the time to learn what their subordinates want to accomplish. They advise their people on how they can grow, personally and professionally. Not all of your subordinates will succeed equally, but they all deserve respect.

2-21. Respect is also an essential component for the development of disciplined, cohesive, and effective warfighting teams. In the deadly confusion of combat, soldiers often overcome incredible odds to accomplish the mission and protect the lives of their comrades. This spirit of selfless service and duty is built on a soldier's personal trust and regard for fellow soldiers. A leader's willingness to tolerate discrimination

or harassment on any basis, or a failure to cultivate a climate of respect, eats away at this trust and erodes unit cohesion. But respect goes beyond issues of discrimination and harassment; it includes the broader issue of civility, the way people treat each other and those they come in contact with. It involves being sensitive to diversity and one's own behaviors that others may find insensitive, offensive, or abusive. Soldiers and DA civilians, like their leaders, treat everyone with dignity and respect.

SELFLESS SERVICE

Put the welfare of the nation, the Army, and subordinates before your own.

The nation today needs men who think in terms of service to their country and not in terms of their country's debt to them.

General of the Army Omar N. Bradley

2-22. You have often heard the military referred to as "the service." As a member of the Army, you serve the United States. Selfless service means doing what's right for the nation, the Army, your organization, and your people—and putting these responsibilities above your own interests. The needs of the Army and the nation come first. This doesn't mean that you neglect your family or yourself; in fact, such neglect weakens a leader and can cause the Army more harm than good. Selfless service doesn't mean that you can't have a strong ego, high self-esteem, or even healthy ambition. Rather, selfless service means that you don't make decisions or take actions that help your image or your career but hurt others or sabotage the mission. The selfish superior claims

credit for work his subordinates do; the selfless leader gives credit to those who earned it. The Army can't function except as a team, and for a team to work, the individual has to give up self-interest for the good of the whole.

2-23. Soldiers are not the only members of the Army who display selfless service. DA civilians display this value as well. Then Army Chief of Staff, Gordon R. Sullivan assessed the DA civilian contribution to Operation Desert Storm this way:

Not surprisingly, most of the civilians deployed to Southwest Asia volunteered to serve there. But the civilian presence in the Gulf region meant more than moral support and filling in for soldiers. Gulf War veterans say that many of the combat soldiers could owe their lives to the DA civilians who helped maintain equipment by speeding up the process of getting parts and other support from 60 logistics agencies Army-wide.

2-24. As GEN Sullivan's comment indicates, selfless service is an essential component of teamwork. Team members give of themselves so that the team may succeed. In combat some soldiers give themselves completely so that their comrades can live and the mission can be accomplished. But the need for selflessness isn't limited to combat situations. Requirements for individuals to place their own needs below those of their organization can occur during peacetime as well. And the requirement for selflessness doesn't decrease with one's rank; it increases. Consider this example of a soldier of long service and high rank who demonstrated the value of selfless service.

GA Marshall Continues to Serve

GA George C. Marshall served as Army Chief of Staff from 1939 until 1945. He led the Army through the buildup, deployment, and worldwide operations of World War II. Chapter 7 outlines some of his contributions to the Allied victory. In November 1945 he retired to a well-deserved rest at his home in Leesburg, Virginia. Just six days later President Harry S Truman called on him to serve as Special Ambassador to China. From the White House President Truman telephoned GA Marshall at his home: "General, I want you to go to China for me," the president said. "Yes, Mr. President," GA Marshall replied. He then hung up the telephone, informed his wife of the president's request and his reply, and prepared to return to government service.

GA Marshall Continues to Serve (continued)

President Truman didn't appoint GA Marshall a special ambassador to reward his faithful service; he appointed GA Marshall because there was a tough job in China that needed to be done. The Chinese communists under Mao Tse-tung were battling the Nationalists under Chiang Kai-shek, who had been America's ally against the Japanese; GA Marshall's job was to mediate peace between them. In the end, he was unsuccessful in spite of a year of frustrating work; the scale of the problem was more than any one person could handle. However, in January 1947 President Truman appointed GA Marshall Secretary of State. The Cold War had begun and the president needed a leader Americans trusted. GA Marshall's reputation made him the one; his selflessness led him to continue to serve.

2-25. When faced with a request to solve a difficult problem in an overseas theater after six years of demanding work, GA Marshall didn't say, "I've been in uniform for over thirty years, we just won a world war, and I think I've done enough." Instead, he responded to his commander in chief the only way a professional could. He said yes, took care of his family, and prepared to accomplish the mission. After a year overseas, when faced with a similar question, he gave the same answer. GA Marshall always placed his country's interests first and his own second. Army leaders who follow his example do the same.

HONOR

Live up to all the Army values.

What is life without honor? Degradation is worse than death.

Lieutenant General Thomas J. "Stonewall" Jackson

2-26. Honor provides the "moral compass" for character and personal conduct in the Army. Though many people struggle to define the term, most recognize instinctively those with a keen sense of right and wrong, those who live such that their words and deeds are above reproach. The expression "honorable person," therefore, refers to both the character traits an individual actually possesses and the fact that the community recognizes and respects them.

2-27. Honor holds Army values together while at the same time being a value itself. Together, Army values describe the foundation essential to develop leaders of character. Honor means demonstrating an understanding of what's right and taking pride in the community's

acknowledgment of that reputation. Military ceremonies recognizing individual and unit achievement demonstrate and reinforce the importance the Army places on honor.

2-28. For you as an Army leader, demonstrating an understanding of what's right and taking pride in that reputation means this: **Live up to all the Army values.** Implicitly, that's what you promised when you took your oath of office or enlistment. You made this promise publicly, and the standards—Army values—are also public. To be an honorable person, you must be true to your oath and live Army values in all you do. Living honorably strengthens Army values, not only for yourself but for others as well: all members of an organization contribute to the organization's climate (which you'll read about in Chapter 3). By what they do, people living out Army values contribute to a climate that encourages all members of the Army to do the same.

2-29. How you conduct yourself and meet your obligations defines who you are as a person; how the Army meets the nation's commitments defines the Army as an institution. For you as an Army leader, honor means putting Army values above self-interest, above career and comfort. For all soldiers, it means putting Army values above self-preservation as well. This honor is essential for creating a bond of trust among members of the Army and between the Army and the nation it serves. Army leaders have the strength of will to live according to Army values, even though the temptations to do otherwise are strong, especially in the face of personal danger. The military's highest award is the Medal of Honor. Its recipients didn't do

just what was required of them; they went beyond the expected, above and beyond the call of duty. Some gave their own lives so that others

could live. It's fitting that the word we use to describe their achievements is "honor."

MSG Gordon and SFC Shughart in Somalia

During a raid in Mogadishu in October 1993, MSG Gary Gordon and SFC Randall Shughart, leader and member of a sniper team with Task Force Ranger in Somalia, were providing precision and suppressive fires from helicopters above two helicopter crash sites. Learning that no ground forces were available to rescue one of the downed aircrews and aware that a growing number of enemy were closing in on the site, MSG Gordon and SFC Shughart volunteered to be inserted to protect their critically wounded comrades. Their initial request was turned down because of the danger of the situation. They asked a second time; permission was denied. Only after their third request were they inserted.

MSG Gordon and SFC Shughart were inserted one hundred meters south of the downed chopper. Armed only with their personal weapons, the two NCOs fought their way to the downed fliers through intense small arms fire, a maze of shanties and shacks, and the enemy converging on the site. After MSG Gordon and SFC Shughart pulled the wounded from the wreckage, they established a perimeter, put themselves in the most dangerous position, and fought off a series of attacks. The two NCOs continued to protect their comrades until they had depleted their ammunition and were themselves fatally wounded. Their actions saved the life of an Army pilot.

2-30. No one will ever know what was running through the minds of MSG Gordon and SFC Shughart as they left the comparative safety of their helicopter to go to the aid of the downed aircrew. The two NCOs knew there was no ground rescue force available, and they certainly knew there was no going back to their helicopter. They may have suspected that things would turn out as they did; nonetheless, they did what they believed to be the right thing. They acted based on Army values, which they had clearly made their own: *loyalty* to their fellow soldiers; the *duty* to stand by them, regardless of the circumstances; the *personal courage* to act, even in the face of great danger; *selfless service*, the willingness to give their all. MSG Gary I. Gordon and SFC Randall D. Shughart lived Army values to the end; they were posthumously awarded Medals of Honor.

INTEGRITY

Do what's right—legally and morally.

The American people rightly look to their military leaders not only to be skilled in the

technical aspects of the profession of arms, but also to be men of integrity.

General J. Lawton Collins
Former Army Chief of Staff

2-31. People of integrity consistently act according to principles—not just what might work at the moment. Leaders of integrity make their principles known and consistently act in accordance with them. The Army requires leaders of integrity who possess high moral standards and are honest in word and deed. Being honest means being truthful and upright all the time, despite pressures to do otherwise. Having integrity means being both morally complete and true to yourself. As an Army leader, you're honest to yourself by committing to and consistently living Army values; you're honest to others by not presenting yourself or your actions as anything other than what they are. Army leaders say what they mean and do what they say. If you can't accomplish a mission, inform your chain of command. If you inadvertently pass on bad information, correct it as soon as you find out it's wrong. People of integrity do the right thing not because it's convenient or because

they have no choice. They choose the right thing because their character permits no less. Conducting yourself with integrity has three parts:

- Separating what's right from what's wrong.
- Always acting according to what you know to be right, even at personal cost.
- Saying openly that you're acting on your understanding of right versus wrong.

2-32. Leaders can't hide what they do: that's why you must carefully decide how you act. As an Army leader, you're always on display. If you want to instill Army values in others, you must internalize and demonstrate them yourself. Your personal values may and probably do extend beyond the Army values, to include such things as political, cultural, or religious beliefs. However, if you're to be an Army leader *and* a person of integrity, these values must reinforce, not contradict, Army values.

2-33. Any conflict between your personal values and Army values must be resolved before you can become a morally complete Army leader. You may need to consult with someone whose values and judgment you respect. You would not be the first person to face this issue, and as a leader, you can expect others to come to you, too. Chapter 5 contains the story of how SGT Alvin York and his leaders confronted and resolved a conflict between SGT York's personal values and Army values. Read it and reflect on it. If one of your subordinates asks you to help resolve a similar conflict, you must be prepared by being sure your own values align with Army values. Resolving such conflicts is necessary to become a leader of integrity.

PERSONAL COURAGE

Face fear, danger, or adversity (physical or moral).

The concept of professional courage does not always mean being as tough as nails either. It also suggests a willingness to listen to the soldiers' problems, to go to bat for them in a tough situation, and it means knowing just how

far they can go. It also means being willing to tell the boss when he's wrong.

Former Sergeant Major of the Army William Connelly

2-34. Personal courage isn't the absence of fear; rather, it's the ability to put fear aside and do what's necessary. It takes two forms, physical and moral. Good leaders demonstrate both.

2-35. Physical courage means overcoming fears of bodily harm and doing your duty. It's the bravery that allows a soldier to take risks in combat in spite of the fear of wounds or death. Physical courage is what gets the soldier at Airborne School out the aircraft door. It's what allows an infantryman to assault a bunker to save his buddies.

2-36. In contrast, moral courage is the willingness to stand firm on your values, principles, and convictions—even when threatened. It enables leaders to stand up for what they believe is right, regardless of the consequences. Leaders who take responsibility for their decisions and actions, even when things go wrong, display moral courage. Courageous leaders are willing to look critically inside themselves, consider new ideas, and change what needs changing.

2-37. Moral courage is sometimes overlooked, both in discussions of personal courage and in the everyday rush of business. A DA civilian at a meeting heard *courage* mentioned several times in the context of combat. The DA civilian pointed out that consistent moral courage is every bit as important as momentary physical courage. Situations requiring physical courage are rare; situations requiring moral courage can occur frequently. Moral courage is essential to living the Army values of integrity and honor every day.

2-38. Moral courage often expresses itself as candor. Candor means being frank, honest, and sincere with others while keeping your words free from bias, prejudice, or malice. Candor means calling things as you see them, even when it's uncomfortable or you think it might be better for you to just keep quiet. It means not allowing your feelings to affect what you say about a person or situation. A candid company commander calmly points out the first sergeant's mistake. Likewise, the candid first

sergeant respectfully points out when the company commander's pet project isn't working and they need to do something different. For trust to exist between leaders and subordinates, candor is essential. Without it, subordinates won't know if they've met the standard and leaders won't know what's going on.

2-39. In combat physical and moral courage may blend together. The right thing to do may not only be unpopular, but dangerous as well. Situations of that sort reveal who's a leader of character and who's not. Consider this example.

WO1 Thompson at My Lai

Personal courage—whether physical, moral, or a combination of the two—may be manifested in a variety of ways, both on and off the battlefield. On March 16, 1968 Warrant Officer (WO1) Hugh C. Thompson Jr. and his two-man crew were on a reconnaissance mission over the village of My Lai, Republic of Vietnam. WO1 Thompson watched in horror as he saw an American soldier shoot an injured Vietnamese child. Minutes later, when he observed American soldiers advancing on a number of civilians in a ditch, WO1 Thompson landed his helicopter and questioned a young officer about what was happening on the ground. Told that the ground action was none of his business, WO1 Thompson took off and continued to circle the area.

When it became apparent that the American soldiers were now firing on civilians, WO1 Thompson landed his helicopter between the soldiers and a group of 10 villagers who were headed for a homemade bomb shelter. He ordered his gunner to train his weapon on the approaching American soldiers and to fire if necessary. Then he personally coaxed the civilians out of the shelter and airlifted them to safety. WO1 Thompson's radio reports of what was happening were instrumental in bringing about the cease-fire order that saved the lives of more civilians. His willingness to place himself in physical danger in order to do the morally right thing is a sterling example of personal courage.

LEADER ATTRIBUTES

Leadership is not a natural trait, something inherited like the color of eyes or hair...Leadership is a skill that can be studied, learned, and perfected by practice.

The Noncom's Guide, 1962



Figure 2-2. Leader Attributes

2-40. Values tell us part of what the leader must BE; the other side of what a leader must BE are the attributes listed in Figure 2-2. Leader attributes influence leader actions; leader actions, in turn, always influence the unit or organization. As an example, if you're physically fit, you're more likely to inspire your subordinates to be physically fit.

2-41. Attributes are a person's fundamental qualities and characteristics. People are born with some attributes; for instance, a person's genetic code determines eye, hair, and skin color. However, other attributes—including leader attributes—are learned and can be changed. Leader attributes can be characterized as mental, physical, and emotional. Successful leaders work to improve those attributes.

MENTAL ATTRIBUTES

2-42. The mental attributes of an Army leader include will, self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness.

Will

The will of soldiers is three times more important than their weapons.

Colonel Dandridge M. “Mike” Malone
Small Unit Leadership: A Commonsense Approach

2-43. Will is the inner drive that compels soldiers and leaders to keep going when they are exhausted, hungry, afraid, cold, and wet—when it would be easier to quit. Will enables soldiers to press the fight to its conclusion. Yet will without competence is useless. It’s not enough that soldiers are willing, or even eager, to fight; they must know how to fight. Likewise, soldiers who have competence but no will don’t fight. The leader’s task is to develop a winning spirit by building their subordinates’ will as well as their skill. That begins with hard, realistic training.

2-44. Will is an attribute essential to all members of the Army. Work conditions vary among branches and components, between those deployed and those closer to home. In the Army, personal attitude must prevail over any adverse external conditions. All members of the Army—active, reserve, and DA civilian—will experience situations when it would be easier to quit rather than finish the task at hand. At those times, everyone needs that inner drive to press on to mission completion.

2-45. It’s easy to talk about will when things go well. But the test of your will comes when things go badly—when events seem to be out of control, when you think your bosses have forgotten you, when the plan doesn’t seem to work and it looks like you’re going to lose. It’s then that you must draw on your inner reserves to persevere—to do your job until there’s nothing left to do it with and then to remain faithful to your people, your organization, and your country. The story of the American and Filipino stand on the Bataan Peninsula and their subsequent captivity is one of individuals, leaders, and units deciding to remain true to the end—and living and dying by that decision.

The Will to Persevere

On 8 December 1941, hours after the attack on Pearl Harbor, Japanese forces attacked the American and Filipino forces defending the Philippines. With insufficient combat power to launch a counterattack, GEN Douglas MacArthur, the American commander, ordered his force to consolidate on the Bataan Peninsula and hold as long as possible. Among his units was the 12th Quartermaster (QM) Regiment, which had the mission of supporting the force.

Completely cut off from outside support, the Allies held against an overwhelming Japanese army for the next three and a half months. Soldiers of the 12th QM Regiment worked in the debris of warehouses and repair shops under merciless shelling and bombing, fighting to make the meager supplies last. They slaughtered water buffaloes for meat, caught fish with traps they built themselves, and distilled salt from sea water. In coffeepots made from oil drums they boiled and reboiled the tiny coffee supply until the grounds were white. As long as an ounce of food existed, it was used. In the last desperate days, they resorted to killing horses and pack mules. More important, these supporters delivered rations to the foxholes on the front lines—fighting their way in when necessary. After Bataan and Corregidor fell, members of the 12th QM Regiment were prominent among the 7,000 Americans and Filipinos who died on the infamous Bataan Death March.

Though captured, the soldiers of the 12th QM Regiment maintained their will to resist. 1LT Beulah Greenwalt, a nurse assigned to the 12th QM Regiment, personified this will. Realizing the regimental colors represent the soul of a regiment and that they could serve as a symbol for resistance, 1LT Greenwalt assumed the mission of protecting the colors from the Japanese. She carried the colors to the prisoner of war (PW) camp in Manila by wrapping them around her

The Will to Persevere (continued)

shoulders and convincing her Japanese captors that they were “only a shawl.” For the next 33 months 1LT Greenwalt and the remains of the regiment remained PWs, living on starvation diets and denied all comforts. But through it all, 1LT Greenwalt held onto the flag. The regimental colors were safeguarded: the soul of the regiment remained with the regiment, and its soldiers continued to resist.

When the war ended in 1945 and the surviving PWs were released, 1LT Greenwalt presented the colors to the regimental commander. She and her fellow PWs had persevered. They had resisted on Bataan until they had no more means to resist. They continued to resist through three long years of captivity. They decided on Bataan to carry on, and they renewed that decision daily until they were liberated. The 12th QM Regiment—and the other units that had fought and resisted with them—remained true to themselves, the Army, and their country. Their will allowed them to see events through to the end.

Self-Discipline

The core of a soldier is moral discipline. It is intertwined with the discipline of physical and mental achievement. Total discipline overcomes adversity, and physical stamina draws on an inner strength that says “drive on.”

Former Sergeant Major of the Army
William G. Bainbridge

2-46. Self-disciplined people are masters of their impulses. This mastery comes from the habit of doing the right thing. Self-discipline allows Army leaders to do the right thing regardless of the consequences for them or their subordinates. Under the extreme stress of combat, you and your team might be cut off and alone, fearing for your lives, and having to act without guidance or knowledge of what’s going on around you. Still, you—the leader—must think clearly and act reasonably. Self-discipline is the key to this kind of behavior.

2-47. In peacetime, self-discipline gets the unit out for the hard training. Self-discipline makes the tank commander demand another run-through of a battle drill if the performance doesn’t meet the standard—even though everyone is long past ready to quit. Self-discipline doesn’t mean that you never get tired or discouraged—after all, you’re only human. It does mean that you do what needs to be done regardless of your feelings.

Initiative

The leader must be an aggressive thinker—always anticipating and analyzing.

He must be able to make good assessments and solid tactical judgments.

Brigadier General John. T. Nelson II

2-48. Initiative is the ability to be a self-starter—to act when there are no clear instructions, to act when the situation changes or when the plan falls apart. In the operational context, it means setting and dictating the terms of action throughout the battle or operation. An individual leader with initiative is willing to decide and initiate independent actions when the concept of operations no longer applies or when an unanticipated opportunity leading to accomplishment of the commander’s intent presents itself. Initiative drives the Army leader to seek a better method, anticipate what must be done, and perform without waiting for instructions. Balanced with good judgment, it becomes *disciplined* initiative, an essential leader attribute. (FM 100-5 discusses initiative as it relates to military actions at the operational level. FM 100-34 discusses the relationship of initiative to command and control. FM 100-40 discusses the place of initiative in the art of tactics.)

2-49. As an Army leader, you can’t just give orders: you must make clear the intent of those orders, the final goal of the mission. In combat, it’s critically important for subordinates to understand their commander’s intent. When they are cut off or enemy actions derail the original plan, well-trained soldiers who understand the commander’s intent will apply disciplined initiative to accomplish the mission.

2-50. Disciplined initiative doesn't just appear; you must develop it within your subordinates. Your leadership style and the organizational climate you establish can either encourage or discourage initiative: you can instill initiative in your subordinates or you can drive it out. If

you underwrite honest mistakes, your subordinates will be more likely to develop initiative. If you set a "zero defects" standard, you risk strangling initiative in its cradle, the hearts of your subordinates. (Chapter 5 discusses "zero defects" and learning.)

The Quick Reaction Platoon

On 26 December 1994 a group of armed and disgruntled members of the Haitian Army entered the Haitian Army Headquarters in Port-au-Prince demanding back pay. A gunfight ensued less than 150 meters from the grounds of the Haitian Palace, seat of the new government. American soldiers from C Company, 1-22 Infantry, who had deployed to Haiti as part of Operation Uphold Democracy, were guarding the palace grounds. The quick reaction platoon leader deployed and immediately maneuvered his platoon towards the gunfire. The platoon attacked, inflicting at least four casualties and causing the rest of the hostile soldiers to flee. The platoon quelled a potentially explosive situation by responding correctly and aggressively to the orders of their leader, who knew his mission and the commander's intent.

Judgment

I learned that good judgment comes from experience and that experience grows out of mistakes.

General of the Army Omar N. Bradley

2-51. Leaders must often juggle hard facts, questionable data, and gut-level intuition to arrive at a decision. Good judgment means making the best decision for the situation. It's a key attribute of the art of command and the transformation of knowledge into understanding. (FM 100-34 discusses how leaders convert data and information into knowledge and understanding.)

2-52. Good judgment is the ability to size up a situation quickly, determine what's important, and decide what needs to be done. Given a problem, you should consider a range of alternatives before you act. You need to think through the consequences of what you're about to do before you do it. In addition to considering the consequences, you should also think methodically. Some sources that aid judgment are the boss's intent, the desired goal, rules, laws, regulations, experience, and values. Good judgment also includes the ability to size up subordinates, peers, and the enemy for strengths, weaknesses, and potential actions. It's a critical part of problem

solving and decision making. (Chapter 5 discusses problem solving and decision making).

2-53. Judgment and initiative go hand in hand. As an Army leader, you must weigh what you know and make decisions in situations where others do nothing. There will be times when you'll have to make decisions under severe time constraints. In all cases, however, you must take responsibility for your actions. In addition, you must encourage disciplined initiative in, and teach good judgment to, your subordinates. Help your subordinates learn from mistakes by coaching and mentoring them along the way. (Chapter 5 discusses mentoring.)

Self-Confidence

2-54. Self-confidence is the faith that you'll act correctly and properly in any situation, even one in which you're under stress and don't have all the information you want. Self-confidence comes from competence: it's based on mastering skills, which takes hard work and dedication. Leaders who know their own capabilities and believe in themselves are self-confident. Don't mistake bluster—loudmouthed bragging or self-promotion—for self-confidence. Truly self-confident leaders don't need to advertise; their actions say it all.

2-55. Self-confidence is important for leaders and teams. People want self-confident leaders, leaders who understand the situation, know what needs to be done, and demonstrate that understanding and knowledge. Self-confident leaders instill self-confidence in their people. In combat, self-confidence helps soldiers control doubt and reduce anxiety. Together with will and self-discipline, self-confidence helps leaders act—do what must be done in circumstances where it would be easier to do nothing—and to convince their people to act as well.

Intelligence

2-56. Intelligent leaders think, learn, and reflect; then they apply what they learn. Intelligence is more than knowledge, and the ability to think isn't the same as book learning. All people have some intellectual ability that, when developed, allows them to analyze and understand a situation. And although some people are smarter than others, all people can develop the capabilities they have. Napoleon himself observed how a leader's intellectual development applies directly to battlefield success:

It is not genius which reveals to me suddenly and secretly what I should do in circumstances unexpected by others; it is thought and meditation.

2-57. Knowledge is only part of the equation. Smart decisions result when you combine professional skills (which you learn through study) with experience (which you gain on the job) and your ability to reason through a problem based on the information available. Reflection is also important. From time to time, you find yourself carefully and thoughtfully considering how leadership, values, and other military principles apply to you and your job. When things don't go quite the way they intended, intelligent leaders are confident enough to step back and ask, "Why did things turn out that way?" Then they are smart enough to build on their strengths and avoid making the same mistake again.

2-58. Reflection also contributes to your originality (the ability to innovate, rather than only adopt others' methods) and intuition (direct, immediate insight or understanding of important

factors without apparent rational thought or inference). Remember COL Chamberlain at Little Round Top. To his soldiers, it sometimes appeared that he could "see through forests and hills and know what was coming." But this was no magical ability. Through study and reflection, the colonel had learned how to analyze terrain and imagine how the enemy might attempt to use it to his advantage. He had applied his intelligence and developed his intellectual capabilities. Good leaders follow COL Chamberlain's example.

Cultural Awareness

2-59. Culture is a group's shared set of beliefs, values, and assumptions about what's important. As an Army leader, you must be aware of cultural factors in three contexts:

- You must be sensitive to the different backgrounds of your people.
- You must be aware of the culture of the country in which your organization is operating.
- You must take into account your partners' customs and traditions when you're working with forces of another nation.

2-60. Within the Army, people come from widely different backgrounds: they are shaped by their schooling, race, gender, and religion as well as a host of other influences. Although they share Army values, an African-American man from rural Texas may look at many things differently from, say, a third-generation Irish-American man who grew up in Philadelphia or a Native American woman from the Pacific Northwest. But be aware that perspectives vary within groups as well. That's why you should try to understand individuals based on their own ideas, qualifications, and contributions and not jump to conclusions based on stereotypes.

2-61. Army values are part of the Army's institutional culture, a starting point for how you as a member of the Army should think and act. Beyond that, Army leaders not only recognize that people are different; they value them because of their differences, because they are people. Your job as a leader isn't to make everyone the same.

Instead, your job is to take advantage of the fact that everyone is different and build a cohesive team. (Chapter 7 discusses the role strategic leaders play in establishing and maintaining the Army's institutional culture.)

2-62. There's great diversity in the Army—religious, ethnic, and social—and people of different backgrounds bring different talents to the table. By joining the Army, these people have agreed to adopt the Army culture. Army leaders make this easier by embracing and making use of everyone's talents. What's more, they create a team where subordinates know they are valuable and their talents are important.

2-63. You never know how the talents of an individual or group will contribute to mission accomplishment. For example, during World War II US Marines from the Navajo nation formed a group of radio communications specialists dubbed the Navajo Code Talkers. The code talkers used their native language—a unique talent—to handle command radio traffic. Not even the best Japanese code breakers could decipher what was being said.

2-64. Understanding the culture of your adversaries and of the country in which your organization is operating is just as important as understanding the culture of your own country and organization. This aspect of cultural awareness has always been important, but today's operational environment of frequent

deployments—often conducted by small units under constant media coverage—makes it even more so. As an Army leader, you need to remain aware of current events—particularly those in areas where America has national interests. You may have to deal with people who live in those areas, either as partners, neutrals, or adversaries. The more you know about them, the better prepared you'll be.

2-65. You may think that understanding other cultures applies mostly to stability operations and support operations. However, it's critical to planning offensive and defensive operations as well. For example, you may employ different tactics against an adversary who considers surrender a dishonor worse than death than against those for whom surrender is an honorable option. Likewise, if your organization is operating as part of a multinational team, how well you understand your partners will affect how well the team accomplishes its mission.

2-66. Cultural awareness is crucial to the success of multinational operations. In such situations Army leaders take the time to learn the customs and traditions of the partners' cultures. They learn how and why others think and act as they do. In multinational forces, effective leaders create a "third culture," which is the bridge or the compromise among partners. This is what GA Eisenhower did in the following example.

GA Eisenhower Forms SHAEF

During World War II, one of GA Eisenhower's duties as Supreme Allied Commander in the European Theater of Operations (ETO) was to form his theater headquarters, the Supreme Headquarters, Allied Expeditionary Force (SHAEF). GA Eisenhower had to create an environment in this multinational headquarters in which staff members from the different Allied armies could work together harmoniously. It was one of GA Eisenhower's toughest jobs.

The forces under his command—American, British, French, Canadian, and Polish—brought not only different languages, but different ways of thinking, different ideas about what was important, and different strategies. GA Eisenhower could have tried to bend everyone to his will and his way of thinking; he was the boss, after all. But it's doubtful the Allies would have fought as well for a bullying commander or that a bullying commander would have survived politically. Instead, he created a positive organizational climate that made best use of the various capabilities of his subordinates. This kind of work takes tact, patience, and trust. It doesn't destroy existing cultures but creates a new one. (Chapter 7 discusses how building this coalition contributed to the Allied victory in the ETO.)

PHYSICAL ATTRIBUTES

2-67. Physical attributes—health fitness, physical fitness, and military and professional bearing—can be developed. Army leaders maintain the appropriate level of physical fitness and military bearing.

Health Fitness

Disease was the chief killer in the [American Civil] war. Two soldiers died of it for every one killed in battle...In one year, 995 of every thousand men in the Union army contracted diarrhea and dysentery.

Geoffrey C. Ward
The Civil War

2-68. Health fitness is everything you do to maintain good health, things such as undergoing routine physical exams, practicing good dental hygiene, maintaining deployability standards, and even personal grooming and cleanliness. A soldier unable to fight because of dysentery is as much a loss as one who's wounded. Healthy soldiers can perform under extremes in temperature, humidity, and other conditions better than unhealthy ones. Health fitness also includes avoiding things that degrade your health, such as substance abuse, obesity, and smoking.

Physical Fitness

Fatigue makes cowards of us all.

General George S. Patton Jr.
Commanding General, Third Army, World War II

2-69. Unit readiness begins with physically fit soldiers and leaders. Combat drains soldiers physically, mentally, and emotionally. To minimize those effects, Army leaders are physically fit, and they make sure their subordinates are fit as well. Physically fit soldiers perform better in all areas, and physically fit leaders are better able to think, decide, and act appropriately under pressure. Physical readiness provides a foundation for combat readiness, and it's up to you, the leader, to get your soldiers ready.

2-70. Although physical fitness is a crucial element of success in battle, it's not just for front-line soldiers. Wherever they are, people who are

physically fit feel more competent and confident. That attitude reassures and inspires those around them. Physically fit soldiers and DA civilians can handle stress better, work longer and harder, and recover faster than ones who are not fit. These payoffs are valuable in both peace and war.

2-71. The physical demands of leadership positions, prolonged deployments, and continuous operations can erode more than just physical attributes. Soldiers must show up ready for deprivations because it's difficult to maintain high levels of fitness during deployments and demanding operations. Trying to get fit under those conditions is even harder. If a person isn't physically fit, the effects of additional stress snowball until their mental and emotional fitness are compromised as well. Army leaders' physical fitness has significance beyond their personal performance and well-being. Since leaders' decisions affect their organizations' combat effectiveness, health, and safety and not just their own, maintaining physical fitness is an ethical as well as a practical imperative.

2-72. The Army Physical Fitness Test (APFT) measures a baseline level of physical fitness. As an Army leader, you're required to develop a physical fitness program that enhances your soldiers' ability to complete soldier and leader tasks that support the unit's mission essential task list (METL). (FM 25-101 discusses METL-based integration of soldier, leader, and collective training.) Fitness programs that emphasize training specifically for the APFT are boring and don't prepare soldiers for the varied stresses of combat. Make every effort to design a physical fitness program that prepares your people for what you expect them to do in combat. Readiness should be your program's primary focus; preparation for the APFT itself is secondary. (FM 21-20 is your primary physical fitness resource.)

You have to lead men in war by requiring more from the individual than he thinks he can do. You have to [bring] them along to endure and to display qualities of fortitude that are beyond the average man's thought of what he should be expected to do. You have to

inspire them when they are hungry and exhausted and desperately uncomfortable and in great danger; and only a man of positive characteristics of leadership, with the physical stamina [fitness] that goes with it, can function under those conditions.

General of the Army George C. Marshall
Army Chief of Staff, World War II

Military and Professional Bearing

Our...soldiers should look as good as they are.

Sergeant Major of the Army Julius W. Gates

2-73. As an Army leader, you're expected to look like a soldier. Know how to wear the uniform and wear it with pride at all times. Meet height and weight standards. By the way you carry yourself and through your military courtesy and appearance, you send a signal: I am proud of my uniform, my unit, and myself. Skillful use of your professional bearing—fitness, courtesy, and military appearance—can often help you manage difficult situations. A professional—DA civilian or soldier—presents

a professional appearance, but there's more to being an Army professional than looking good. Professionals are competent as well; the Army requires you to both *look* good and *be* good.

EMOTIONAL ATTRIBUTES

Anyone can become angry—that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way—that is not easy.

Aristotle

Greek philosopher and tutor to Alexander the Great

2-74. As an Army leader, your emotional attributes—self-control, balance, and stability—contribute to how you feel and therefore to how you interact with others. Your people are human beings with hopes, fears, concerns, and dreams. When you understand that will and endurance come from emotional energy, you possess a powerful leadership tool. The feedback you give can help your subordinates use their emotional energy to accomplish amazing feats in tough times.

Self-Control in Combat

An American infantry company in Vietnam had been taking a lot of casualties from booby traps. The soldiers were frustrated because they could not fight back. One night, snipers ambushed the company near a village, killing two soldiers. The rest of the company—scared, anguished, and frustrated—wanted to enter the village, but the commander—who was just as angry—knew that the snipers were long gone. Further, he knew that there was a danger his soldiers would let their emotions get the upper hand, that they might injure or kill some villagers out of a desire to strike back at something. Besides being criminal, such killings would drive more villagers to the Viet Cong. The commander maintained control of his emotions, and the company avoided the village.

2-75. Self-control, balance, and stability also help you make the right ethical choices. Chapter 4 discusses the steps of ethical reasoning. However, in order to follow those steps, you must remain in control of yourself; you can't be at the mercy of your impulses. You must remain calm under pressure, "watch your lane," and expend energy on things you can fix. Inform your boss of things you can't fix and don't worry about things you can't affect.

2-76. Leaders who are emotionally mature also have a better awareness of their own strengths and weaknesses. Mature leaders spend their energy on self-improvement; immature leaders spend their energy denying there's anything wrong. Mature, less defensive leaders benefit from constructive criticism in ways that immature people cannot.

Self-Control

Sure I was scared, but under the circumstances, I'd have been crazy not to be scared....There's nothing wrong with fear. Without fear, you can't have acts of courage.

Sergeant Theresa Kristek
Operation Just Cause, Panama

2-77. Leaders control their emotions. No one wants to work for a hysterical leader who might lose control in a tough situation. This doesn't mean you never show emotion. Instead, you must display the proper amount of emotion and passion—somewhere between too much and too little—required to tap into your subordinates' emotions. Maintaining self-control inspires calm confidence in subordinates, the coolness under fire so essential to a successful unit. It also encourages feedback from your subordinates that can expand your sense of what's really going on.

Balance

An officer or noncommissioned officer who loses his temper and flies into a tantrum has failed to obtain his first triumph in discipline.

Noncommissioned Officer's Manual, 1917

2-78. Emotionally balanced leaders display the right emotion for the situation and can also read others' emotional state. They draw on

their experience and provide their subordinates the proper perspective on events. They have a range of attitudes—from relaxed to intense—with which to approach situations and can choose the one appropriate to the circumstances. Such leaders know when it's time to send a message that things are urgent and how to do that without throwing the organization into chaos. They also know how to encourage people at the toughest moments and keep them driving on.

Stability

Never let yourself be driven by impatience or anger. One always regrets having followed the first dictates of his emotions.

Marshal de Belle-Isle
French Minister of War, 1757-1760

2-79. Effective leaders are steady, levelheaded under pressure and fatigue, and calm in the face of danger. These characteristics calm their subordinates, who are always looking to their leader's example. Display the emotions you want your people to display; don't give in to the temptation to do what feels good for you. If you're under great stress, it might feel better to vent—scream, throw things, kick furniture—but that will not help the organization. If you want your subordinates to be calm and rational under pressure, you must be also.

BG Jackson at First Bull Run

At a crucial juncture in the First Battle of Bull Run, the Confederate line was being beaten back from Matthews Hill by Union forces. Confederate BG Thomas J. Jackson and his 2,000-man brigade of Virginians, hearing the sounds of battle to the left of their position, pressed on to the action. Despite a painful shrapnel wound, BG Jackson calmly placed his men in a defensive position on Henry Hill and assured them that all was well.

As men of the broken regiments flowed past, one of their officers, BG Barnard E. Bee, exclaimed to BG Jackson, "General, they are driving us!" Looking toward the direction of the enemy, BG Jackson replied, "Sir, we will give them the bayonet." Impressed by BG Jackson's confidence and self-control, BG Bee rode off towards what was left of the officers and men of his brigade. As he rode into the throng he gestured with his sword toward Henry Hill and shouted, "Look, men! There is Jackson standing like a stone wall! Let us determine to die here, and we will conquer! Follow me!"

BG Bee would later be mortally wounded, but the Confederate line stiffened and the nickname he gave to BG Jackson would live on in American military history. This example shows how one leader's self-control under fire can turn the tide of battle by influencing not only the leader's own soldiers, but the leaders and soldiers of other units as well.

FOCUS ON CHARACTER

Just as fire tempers iron into fine steel, so does adversity temper one's character into firmness, tolerance, and determination.

Margaret Chase Smith
Lieutenant Colonel, US Air Force Reserve
and United States Senator

2-80. Earlier in this chapter, you read how character is made up of two interacting sets of characteristics: values and attributes. People enter the Army with values and attributes they've developed over the course of a lifetime, but those are just the starting points for further character development. Army leaders continuously develop in themselves and their subordinates the Army values and leader attributes that this chapter discusses and Figure 1-1 shows. This isn't just an academic exercise, another mandatory training topic to address once a year. Your character shows through in your actions—on and off duty.

2-81. Character helps you determine what's right and motivates you to do it, regardless of the circumstances or the consequences. What's more, an informed ethical conscience consistent with Army values steels you for making the right choices when faced with tough questions. Since Army leaders seek to do what's right and inspire others to do the same, you must be concerned with character development. Examine the actions in this example, taken from the report of a platoon sergeant during Operation Desert Storm. Consider the aspects of character that contributed to them.

Character and Prisoners

The morning of [28 February 1991], about a half-hour prior to the cease-fire, we had a T-55 tank in front of us and we were getting ready [to engage it with a TOW]. We had the TOW up and we were tracking him and my wingman saw him just stop and a head pop up out of it. And Neil started calling me saying, "Don't shoot, don't shoot, I think they're getting off the tank." And they did. Three of them jumped off the tank and ran around a sand dune. I told my wingman, "I'll cover the tank, you go on down and check around the back side and see what's down there." He went down there and found about 150 PWs....

[T]he only way we could handle that many was just to line them up and run them through...a little gauntlet...[W]e had to check them for weapons and stuff and we lined them up and called for the PW handlers to pick them up. It was just amazing.

We had to blow the tank up. My instructions were to destroy the tank, so I told them to go ahead and move it around the back side of the berm a little bit to safeguard us, so we wouldn't catch any shrapnel or ammunition coming off. When the tank blew up, these guys started yelling and screaming at my soldiers, "Don't shoot us, don't shoot us," and one of my soldiers said, "Hey, we're from America; we don't shoot our prisoners." That sort of stuck with me.

2-82. The soldier's comment at the end of this story captures the essence of character. He said, "We're from America..." He defined, in a very simple way, the connection between who you are—your character—and what you do. This example illustrates character—shared values and attributes—telling soldiers what to do and what not to do. However, it's interesting for other reasons. Read it again: You can almost

feel the soldiers' surprise when they realized what the Iraqi PWs were afraid of. You can picture the young soldier, nervous, hands on his weapon, but still managing to be a bit amused. The right thing, the ethical choice, was so deeply ingrained in those soldiers that it never occurred to them to do anything other than safeguard the PWs.

The Battle of the Bulge

In December 1944 the German Army launched its last major offensive on the Western Front of the ETO, sending massive infantry and armor formations into a lightly-held sector of the Allied line in Belgium. American units were overrun. Thousands of green troops, sent to that sector because it was quiet, were captured. For two desperate weeks the Allies fought to check the enemy advance. The 101st Airborne Division was sent to the town of Bastogne. The Germans needed to control the crossroads there to move equipment to the front; the 101st was there to stop them.

Outnumbered, surrounded, low on ammunition, out of medical supplies, and with wounded piling up, the 101st, elements of the 9th and 10th Armored Divisions, and a tank destroyer battalion fought off repeated attacks through some of the coldest weather Europe had seen in 50 years. Wounded men froze to death in their foxholes. Paratroopers fought tanks. Nonetheless, when the German commander demanded American surrender, BG Anthony C. McAuliffe, acting division commander, sent a one-word reply: “Nuts.”

The Americans held. By the time the Allies regained control of the area and pushed the Germans back, Hitler’s “Thousand Year Reich” had fewer than four months remaining.

2-83. BG McAuliffe spoke based on what he knew his soldiers were capable of, even in the most extreme circumstances. This kind of courage and toughness didn’t develop overnight.

Every Allied soldier brought a lifetime’s worth of character to that battle; that character was the foundation for everything else that made them successful.

GA Eisenhower’s Message

On 5 June 1944, the day before the D-Day invasion, with his hundreds of thousands of soldiers, sailors and airmen poised to invade France, GA Dwight D. Eisenhower took a few minutes to draft a message he hoped he would never deliver. It was a “statement he wrote out to have ready when the invasion was repulsed, his troops torn apart for nothing, his planes ripped and smashed to no end, his warships sunk, his reputation blasted.”

In his handwritten statement, GA Eisenhower began, “Our landings in the Cherbourg-Havre area have failed to gain a satisfactory foothold and I have withdrawn the troops.” Originally he had written, the “troops have been withdrawn,” a use of the passive voice that conceals the actor. But he changed the wording to reflect his acceptance of full personal accountability.

GA Eisenhower went on, “My decision to attack at this time and place was based on the best information available.” And after recognizing the courage and sacrifice of the troops he concluded, “If any blame or fault attaches to this attempt, it is mine alone.”

2-84. GA Eisenhower, in command of the largest invasion force ever assembled and poised on the eve of a battle that would decide the fate of millions of people, was guided by the same values and attributes that shaped the actions of the soldiers in the Desert Storm example. His character allowed for nothing

less than acceptance of total personal responsibility. If things went badly, he was ready to take the blame. When things went well, he gave credit to his subordinates. The Army values GA Eisenhower personified provide a powerful example for all members of the Army.

CHARACTER AND THE WARRIOR ETHOS

2-85. The *warrior ethos* refers to the professional attitudes and beliefs that characterize the American soldier. At its core, the warrior ethos grounds itself on the refusal to accept failure. The Army has forged the warrior ethos on training grounds from Valley Forge to the CTCs and honed it in battle from Bunker Hill to San Juan Hill, from the Meuse-Argonne to Omaha Beach, from Pork Chop Hill to the Ia Drang Valley, from Salinas Airfield to the Battle of 73 Easting. It derives from the unique realities of battle. It echoes through the precepts in the Code of Conduct. Developed through discipline, commitment to Army values, and knowledge of the Army's proud heritage, the warrior ethos makes clear that military service is much more than just another job: the purpose of winning the nation's wars calls for total commitment.

2-86. America has a proud tradition of winning. The ability to forge victory out of the chaos of battle includes overcoming fear, hunger, deprivation, and fatigue. The Army wins because it fights hard; it fights hard because it trains hard; and it trains hard because that's the way to *win*. Thus, the warrior ethos is about more than persevering under the worst of conditions; it fuels the fire to fight through those conditions to victory no matter how long it takes, no matter how much effort is required. It's one thing to make a snap decision to risk your life for a brief period of time. It's quite another to sustain the will to win when the situation looks hopeless and doesn't show any indications of getting better, when being away from home and family is a profound hardship. The soldier who jumps on a grenade to save his comrades is courageous, without question. That action requires great physical courage, but pursuing victory over time also requires a deep moral courage that concentrates on the mission.

2-87. The warrior ethos concerns character, shaping who you are and what you do. In that sense, it's clearly linked to Army values such as *personal courage, loyalty to comrades, and*

dedication to duty. Both loyalty and duty involve putting your life on the line, even when there's little chance of survival, for the good of a cause larger than yourself. That's the clearest example of *selfless service*. American soldiers never give up on their fellow soldiers, and they never compromise on doing their duty. *Integrity* underlies the character of the Army as well. The warrior ethos requires unrelenting and consistent determination to do what is right and to do it with pride, both in war and military operations other than war. Understanding what is right requires *respect* for both your comrades and other people involved in such complex arenas as peace operations and nation assistance. In such ambiguous situations, decisions to use lethal or nonlethal force severely test judgment and discipline. In whatever conditions Army leaders find themselves, they turn the personal warrior ethos into a collective commitment to win with *honor*.

2-88. The warrior ethos is crucial—and perishable—so the Army must continually affirm, develop, and sustain it. Its martial ethic connects American warriors today with those whose sacrifices have allowed our very existence. The Army's continuing drive to be the best, to triumph over all adversity, and to remain focused on mission accomplishment does more than preserve the Army's institutional culture; it sustains the nation.

2-89. Actions that safeguard the nation occur everywhere you find soldiers. The warrior ethos spurs the lead tank driver across a line of departure into uncertainty. It drives the bone-tired medic continually to put others first. It pushes the sweat-soaked gunner near muscle failure to keep up the fire. It drives the heavily loaded infantry soldier into an icy wind, steadily uphill to the objective. It presses the signaler through fatigue to provide communications. And the warrior ethos urges the truck driver across frozen roads bounded by minefields because fellow soldiers at an isolated outpost need supplies. Such tireless motivation comes in part from the comradeship that springs from the warrior ethos. Soldiers fight for each other; they would rather die than let their buddies down. That loyalty runs front to rear as well as left to right: mutual

support marks Army culture regardless of who you are, where you are, or what you are doing.

2-90. That tight fabric of loyalty to one another and to collective victory reflects perhaps the noblest aspect of our American warrior ethos: the military's subordinate relationship to civilian authority. That subordination began in 1775, was reconfirmed at Newburgh, New York, in 1782, and continues to this day. It's established in the Constitution and makes possible the freedom all Americans enjoy. The Army sets out to achieve national objectives, not its own, for *selfless service* is an institutional as well as an individual value. And in the end, the Army returns its people back to the nation. America's sons and daughters return with their experience as part of a winning team and share that spirit as citizens. The traditions and values of the service derive from a commitment to excellent performance and operational success. They also point to the Army's unwavering commitment to the society we serve. Those characteristics serve America and its citizens—both in and out of uniform—well.

CHARACTER DEVELOPMENT

2-91. People come to the Army with a character formed by their background, religious or philosophical beliefs, education, and experience. Your job as an Army leader would be a great deal easier if you could check the values of a new DA civilian or soldier the way medics check teeth or run a blood test. You

could figure out what values were missing by a quick glance at Figure 1-1 and administer the right combination, maybe with an injection or magic pill.

2-92. But character development is a complex, lifelong process. No scientist can point to a person and say, "This is when it all happens." However, there are a few things you can count on. You build character in subordinates by creating organizations in which Army values are not just words in a book but precepts for what their members do. You help build subordinates' character by acting the way you want them to act. You teach by example, and coach along the way. (Appendix E contains additional information on character development.) When you hold yourself and your subordinates to the highest standards, you reinforce the values those standards embody. They spread throughout the team, unit, or organization—throughout the Army—like the waves from a pebble dropped into a pond.

CHARACTER AND ETHICS

2-93. When you talk about character, you help your people answer the question, What kind of person should I be? You must not only embrace Army values and leader attributes but also use them to think, reason, and—after reflection—act. Acting in a situation that tests your character requires moral courage. Consider this example.

The Qualification Report

A battalion in a newly activated division had just spent a great deal of time and effort on weapons qualification. When the companies reported results, the battalion commander could not understand why B and C Companies had reported all machine gunners fully qualified while A Company had not. The A Company Commander said that he could not report his gunners qualified because they had only fired on the 10-meter range and the manual for qualification clearly stated that the gunners had to fire on the transition range as well. The battalion commander responded that since the transition range was not built yet, the gunners should be reported as qualified: "They fired on the only range we have. And besides, that's how we did it at Fort Braxton."

Some of the A Company NCOs, who had also been at Fort Braxton, tried to tell their company commander the same thing. But the captain insisted the A Company gunners were not fully qualified, and that's how the report went to the brigade commander.

The Qualification Report (continued)

The brigade commander asked for an explanation of the qualification scores. After hearing the A Company Commander's story, he agreed that the brigade would be doing itself no favors by reporting partially qualified gunners as fully qualified. The incident also sent a message to division: get that transition range built.

The A Company Commander's choice was not between loyalty to his battalion commander and honesty; doing the right thing here meant being loyal and honest. And the company commander had the moral courage to be both honest and loyal—loyal to the Army, loyal to his unit, and loyal to his soldiers.

2-94. The A Company Commander made his decision and submitted his report without knowing how it would turn out. He didn't know the brigade commander would back him up, but he reported his company's status relative to the published Army standard anyway. He insisted on reporting the truth—which took character—because it was the right thing to do.

2-95. Character is important in living a consistent and moral life, but character doesn't always provide the final answer to the specific question, What should I do now? Finding that answer can be called ethical reasoning. Chapter 4 outlines a process for ethical reasoning. When you read it, keep in mind that the process is much more complex than the steps indicate and that you must apply your own values, critical reasoning skills, and imagination to the situation. There are no formulas that will serve every time; sometimes you may not even come up with an answer that completely satisfies you. But if you embrace Army values and let them govern your actions, if you learn from your experiences and develop your skills over time, you're as prepared as you can be to face the tough calls.

2-96. Some people try to set different Army values against one another, saying a problem is about loyalty versus honesty or duty versus respect. Leadership is more complicated than that; the world isn't always black and white. If it were, leadership would be easy and anybody could do it. However, in the vast majority of cases, Army values are perfectly compatible; in fact, they reinforce each other.

CHARACTER AND ORDERS

2-97. Making the right choice and acting on it when faced with an ethical question can be difficult. Sometimes it means standing your ground. Sometimes it means telling your boss you think the boss is wrong, like the finance supervisor in Chapter 1 did. Situations like these test your character. But a situation in which you think you've received an illegal order can be even more difficult.

2-98. In Chapter 1 you read that a good leader executes the boss's decision with energy and enthusiasm. The only exception to this principle is your duty to disobey illegal orders. This isn't a privilege you can conveniently claim, but a duty you must perform. If you think an order is illegal, first be sure that you understand both the details of the order and its original intent. Seek clarification from the person who gave the order. This takes moral courage, but the question will be straightforward: Did you really mean for me to...steal the part...submit a false report...shoot the prisoners? If the question is complex or time permits, always seek legal counsel. However, if you must decide immediately—as may happen in the heat of combat make the best judgment possible based on Army values, your experience, and your previous study and reflection. You take a risk when you disobey what you believe to be an illegal order. It may be the most difficult decision you'll ever make, but that's what leaders do.

2-99. While you'll never be completely prepared for such a situation, spending time reflecting on Army values and leader attributes may help. Talk to your superiors, particularly those who

have done what you aspire to do or what you think you'll be called on to do; providing counsel of this sort is an important part of mentoring (which Chapter 5 discusses). Obviously, you need to make time to do this before you're faced with a tough call. When you're in the middle of a firefight, you don't have time to reflect.

CHARACTER AND BELIEFS

2-100. What role do beliefs play in ethical matters? Beliefs are convictions people hold as true; they are based on their upbringing, culture, heritage, families, and traditions. As a result, different moral beliefs have been and will continue to be shaped by diverse religious and philosophical traditions. You serve a nation that takes very seriously the notion that people are free to choose their own beliefs and the basis for those beliefs. In fact, America's strength comes from that diversity. The Army respects different moral backgrounds and personal convictions—as long as they don't conflict with Army values.

2-101. Beliefs matter because they are the way people make sense of what they experience. Beliefs also provide the basis for personal values; values are moral beliefs that shape a person's behavior. Effective leaders are careful not to require their people to violate their beliefs by ordering or encouraging any illegal or unethical action.

2-102. The Constitution reflects our deepest national values. One of these values is the guarantee of freedom of religion. While religious beliefs

and practices are left to individual conscience, Army leaders are responsible for ensuring their soldiers' right to freely practice their religion. Title 10 of the United States Code states, "Each commanding officer shall furnish facilities, including necessary transportation, to any chaplain assigned to his command, to assist the chaplain in performing his duties." What does this mean for Army leaders? The commander delegates staff responsibility to the chaplain for programs to enhance spiritual fitness since many people draw moral fortitude and inner strength from a spiritual foundation. At the same time, no leader may apply undue influence or coerce others in matters of religion—whether to practice or not to practice specific religious beliefs. (The first ten amendments to the Constitution are called the Bill of Rights. Freedom of religion is guaranteed by the First Amendment, an indication of how important the Founders considered it. You can read the Bill of Rights in Appendix F.)

2-103. Army leaders also recognize the role beliefs play in preparing soldiers for battle. Soldiers often fight and win over tremendous odds when they are convinced of the ideals (beliefs) for which they are fighting. Commitment to such beliefs as justice, liberty, freedom, and not letting down your fellow soldier can be essential ingredients in creating and sustaining the will to fight and prevail. A common theme expressed by American PWs during the Vietnam Conflict was the importance of values instilled by a common American culture. Those values helped them to withstand torture and the hardships of captivity.

SECTION II

COMPETENCE: WHAT A LEADER MUST KNOW

The American soldier...demands professional competence in his leaders. In battle, he wants to know that the job is going to be done right, with no unnecessary casualties. The noncommissioned officer wearing the chevron is supposed to be the best soldier in the platoon and he is supposed to know how to perform all the duties expected of him. The American soldier expects his sergeant to be able to teach him how to do his job. And he expects even more from his officers.

General of the Army Omar N. Bradley

2-104. Army values and leader attributes form the foundation of the character of soldiers and

DA civilians. Character, in turn, serves as the basis of knowing (competence) and doing

(leadership). The self-discipline that leads to teamwork is rooted in character. In the Army, teamwork depends on the actions of competent leaders of proven character who know their profession and act to improve their organizations. The best Army leaders constantly strive to improve, to get better at what they do. Their self-discipline focuses on learning more about their profession and continually getting the team to perform better. They build competence in themselves and their subordinates. Leader skills increase in scope and complexity as one moves from direct leader positions to organizational and strategic leader positions. Chapters 4, 6, and 7 discuss in detail the different skills direct, organizational, and strategic leaders require.

2-105. Competence results from hard, realistic training. That's why Basic Training starts with simple skills, such as drill and marksmanship. Soldiers who master these skills have a couple of victories under their belts. The message from the drill sergeants—explicit or not—is, “You’ve learned how to do those things; now you’re ready to take on something tougher.” When you lead people through progressively more complex tasks this way, they develop the confidence and will—the inner drive—to take on the next, more difficult challenge.



Figure 2-3. Leader Skills

2-106. For you as an Army leader, competence means much more than being well-trained. Competence links character (knowing the right thing to do) and leadership (doing or influencing your people to do the right thing). Leaders are responsible for being personally competent, but even that isn't enough: as a leader, you're responsible for your subordinates' competence as well.

2-107. Figure 2-3 highlights the four categories containing skills an Army leader must KNOW:

- **Interpersonal skills** affect how you deal with people. They include coaching, teaching, counseling, motivating, and empowering.
- **Conceptual skills** enable you to handle ideas. They require sound judgment as well as the ability to think creatively and reason analytically, critically, and ethically.
- **Technical skills** are job-related abilities. They include basic soldier skills. As an Army leader, you must possess the expertise necessary to accomplish all tasks and functions you're assigned.
- **Tactical skills** apply to solving tactical problems, that is, problems concerning employment of units in combat. You enhance tactical skills when you combine them with interpersonal, conceptual, and technical skills to accomplish a mission.

2-108. Leaders in combat combine interpersonal, conceptual, technical, and tactical skills to accomplish the mission. They use their interpersonal skills to communicate their intent effectively and motivate their soldiers. They apply their conceptual skills to determine viable concepts of operations, make the right decisions, and execute the tactics the operational environment requires. They capitalize on their technical skills to properly employ the techniques, procedures, fieldcraft, and equipment that fit the situation. Finally, combat leaders employ tactical skill, combining skills from the other skill categories with knowledge of the art of tactics appropriate to their level of responsibility and unit type to accomplish the mission. When plans go wrong and leadership must turn the tide, it is tactical skill, combined with

character, that enables an Army leader to seize control of the situation and lead the unit to mission accomplishment.

2-109. The Army leadership framework draws a distinction between developing skills and performing actions. Army leaders who take their units to a combat training center (CTC) improve their skills by performing actions—by doing their jobs on the ground in the midst of intense simulated combat. But they don’t wait until they arrive at the CTC to develop their skills; they practice ahead of time in command

post exercises, in combat drills, on firing ranges, and even on the physical training (PT) field.

2-110. Your leader skills will improve as your experience broadens. A platoon sergeant gains valuable experience on the job that will help him be a better first sergeant. Army leaders take advantage of every chance to improve: they look for new learning opportunities, ask questions, seek training opportunities, and request performance critiques.

SECTION III

LEADERSHIP: WHAT A LEADER MUST DO

He gets his men to go along with him because they want to do it for him and they believe in him.

General of the Army Dwight D. Eisenhower



Figure 2-4. Leader Actions

2-111. Leaders act. They bring together everything they are, everything they believe, and everything they know how to do to provide purpose, direction, and motivation. Army leaders work to influence people, operate to accomplish the mission, and act to improve their organization. This section introduces leader actions. Chapters 5, 6, and 7 discuss them more fully. As with leader skills, leader actions increase in scope and complexity as you move from direct leader positions to organizational and strategic leader positions.

2-112. Developing the right values, attributes, and skills is only preparation to lead. Leadership doesn’t begin until you act. Leaders who live up to Army values, who display leader attributes, who are competent, who act at all times as they would have their people act, will succeed. Leaders who talk a good game but can’t back their words with actions will fail in the long run.

INFLUENCING

2-113. Army leaders use interpersonal skills to guide others toward a goal. Direct leaders most often influence subordinates face to face—such as when a team leader gives instructions, recognizes achievement, and encourages hard work. Organizational and strategic leaders also influence their immediate subordinates and staff face to face; however, they guide their organizations primarily by indirect influence. Squad leaders, for example, know what their division commander wants, not because the general has briefed each one personally, but because his

intent is passed through the chain of command. Influencing actions fall into these categories:

- **Communicating** involves displaying good oral, written, and listening skills for individuals and groups.
- **Decision making** involves selecting the line of action intended to be followed as the one most favorable to the successful accomplishment of the mission. This involves using sound judgment, reasoning logically, and managing resources wisely.
- **Motivating** involves inspiring and guiding others toward mission accomplishment.

OPERATING

2-114. Operating is what you do to accomplish the immediate mission, to get the job done on time and to standard. Operating actions fall into these categories:

- **Planning and preparing** involve developing detailed, executable plans that are feasible, acceptable, and suitable; arranging unit support for the exercise or operation; and conducting rehearsals. During tactical operations, decision making and planning are enhanced by two methodologies: the military decision making process (MDMP) and the troop leading procedures (TLP). Battalion and higher echelons follow the

MDMP. Company and lower echelons follow the TLP. (FM 101-5 discusses the MDMP.)

- **Executing** involves meeting mission standards, taking care of people, and efficiently managing resources.
- **Assessing** involves evaluating the efficiency and effectiveness of any system or plan in terms of its purpose and mission.

2-115. Leaders assess, or judge, performance so they can determine what needs to be done to sustain the strong areas and improve weak ones. This kind of forward thinking is linked to the last leader action, improving.

IMPROVING

2-116. Good leaders strive to leave an organization better than they found it. A child struggling to understand why it is better to put money in a piggy bank is learning what leaders know: plan and sacrifice now for the sake of the future. All leaders are tempted to focus on the short-term gain that makes them and their organizations look good today: “Why bother to fix it now? By the time next year rolls around, it will be someone else’s problem.” But that attitude doesn’t serve either your subordinates or the Army well. When an organization sacrifices important training with long-term effects—say, training that leads to true marksmanship skill—and focuses exclusively on short-term appearances—such as qualification scores—the organization’s capabilities suffers.

2-117. The results of shortsighted priorities may not appear immediately, but they will appear. Loyalty to your people as well as the Army as an institution demands you consider the long-term effects of your actions. Some of your people will remain in the organization after you’ve moved on. Some will still be in the Army after you’re long gone. Soldiers and DA civilians tomorrow must live with problems leaders don’t fix today.

2-118. Army leaders set priorities and balance competing demands. They focus their organizations’ efforts on short- and long-term goals while continuing to meet requirements that may or may not contribute directly to achieving those goals. In the case of weapons proficiency, qualification is a requirement but true marksmanship skill is the goal. For battlefield success, soldiers need training that leads to understanding and mastery of technical and tactical skills that hold up under the stress of combat. Throw in all the other things vying for an organization’s time and resources and your job becomes even more difficult. Guidance from higher headquarters may help, but you must make the tough calls. Improving actions fall into these categories:

- **Developing** involves investing adequate time and effort to develop individual subordinates as leaders. It includes mentoring.
- **Building** involves spending time and resources to improve teams, groups, and units and to foster an ethical climate.
- **Learning** involves seeking self-improvement and organizational growth. It includes envisioning, adapting, and leading change.

SUMMARY

2-119. As an Army leader, leadership in combat is your primary and most important challenge. It requires you to accept a set of values that contributes to a core of motivation and will. If you fail to accept and live these Army values, your soldiers may die unnecessarily and you may fail to accomplish your mission.

2-120. What must you, as an Army leader, BE, KNOW, and DO? You must have character, that combination of values and attributes that underlie your ability to see what needs to be done, decide to do it, and influence others to follow you. You must be competent, that is, possess the knowledge and skills required to do your job right. And you must lead, take the proper actions to accomplish the mission based

on what your character tells you is ethically right and appropriate for the situation.

2-121. Leadership in combat, the greatest challenge, requires a basis for your motivation and will. That foundation is Army values. In them are rooted the basis for the character and self-discipline that generate the will to succeed and the motivation to persevere. From this motivation derives the lifelong work of self-development in the skills that make a successful Army leader, one who walks the talk of BE, KNOW, DO. Chapter 3 examines the environment that surrounds your people and how what you do as a leader affects it. Understanding the human dimension is essential to mastering leader skills and performing leader actions.

Appendix B

Performance Indicators

B-1. Appendix B is organized around the leadership dimensions that Chapters 1 through 7 discuss and that Figure B-1 shows. This appendix lists indicators for you to use to assess the leadership of yourself and others based on these leadership dimensions. Use it as an assessment and counseling tool, not as a source of phrases

for evaluation reports. When you prepare an evaluation, make comments that apply specifically to the individual you are evaluating. Do not limit yourself to the general indicators listed here. Be specific; be precise; be objective; be fair.

<i>Leaders of character and competence . . .</i>			<i>act to achieve excellence by providing purpose, direction and motivation.</i>		
Values "Be"	Attributes "Be"	Skills ⁴ "Know"	Actions ⁵ "Do"		
Loyalty Duty Respect Selfless Service Honor Integrity Personal Courage	Mental ¹	Interpersonal	Influencing	Operating	Improving
	Physical ²	Conceptual	Communicating	Planning/ Preparing	Developing
	Emotional ³	Technical	Decision Making	Executing	Building
		Tactical	Motivating	Assessing	Learning
<p>¹ The mental attributes of an Army leader are will, self-discipline, initiative, judgment, self-confidence, intelligence, and cultural awareness.</p> <p>² The physical attributes of an Army leader are health fitness, physical fitness, and military and professional bearing.</p> <p>³ The emotional attributes of an Army leader are self-control, balance, and stability.</p> <p>⁴ The interpersonal, conceptual, technical, and tactical skills are different for direct, organizational, and strategic leaders.</p> <p>⁵ The influencing, operating, and improving actions are different for direct, organizational, and strategic leaders.</p>					

Figure B-1. Leadership Dimensions

VALUES

LOYALTY

B-2. Leaders who demonstrate loyalty—

- Bear true faith and allegiance in the correct order to the Constitution, the Army, and the organization.
- Observe higher headquarters' priorities.
- Work within the system without manipulating it for personal gain.

DUTY

B-3. Leaders who demonstrate devotion to duty—

- Fulfill obligations—professional, legal, and moral.
- Carry out mission requirements.
- Meet professional standards.
- Set the example.
- Comply with policies and directives.
- Continually pursue excellence.

RESPECT

B-4. Leaders who demonstrate respect—

- Treat people as they should be treated.
 - Create a climate of fairness and equal opportunity.
 - Are discreet and tactful when correcting or questioning others.
 - Show concern for and make an effort to check on the safety and well-being of others.
 - Are courteous.
 - Don't take advantage of positions of authority.
-

SELFLESS SERVICE

B-5. Leaders who demonstrate selfless service—

- Put the welfare of the nation, the Army, and subordinates before their own.
- Sustain team morale.
- Share subordinates' hardships.
- Give credit for success to others and accept responsibility for failure themselves.

HONOR

B-6. Leaders who demonstrate honor—

- Live up to Army values.
- Don't lie, cheat, steal, or tolerate those actions by others.

INTEGRITY

B-7. Leaders who demonstrate integrity—

- Do what is right legally and morally.
- Possess high personal moral standards.
- Are honest in word and deed.
- Show consistently good moral judgment and behavior.
- Put being right ahead of being popular.

PERSONAL COURAGE

B-8. Leaders who demonstrate personal courage—

- Show physical and moral bravery.
- Take responsibility for decisions and actions.
- Accept responsibility for mistakes and shortcomings.

ATTRIBUTES

MENTAL ATTRIBUTES

B-9. Leaders who demonstrate desirable mental attributes—

- Possess and display will, self-discipline, initiative, judgment, self-confidence, intelligence, common sense, and cultural awareness.
- Think and act quickly and logically, even when there are no clear instructions or the plan falls apart.
- Analyze situations.
- Combine complex ideas to generate feasible courses of action.
- Balance resolve and flexibility.
- Show a desire to succeed; do not quit in the face of adversity.
- Do their fair share.
- Balance competing demands.
- Embrace and use the talents of all members to build team cohesion.

PHYSICAL ATTRIBUTES

B-10. Leaders who demonstrate desirable physical attributes—

- Maintain an appropriate level of physical fitness and military bearing.
- Present a neat and professional appearance.

- Meet established norms of personal hygiene, grooming, and cleanliness.
- Maintain Army height and weight standards (not applicable to DA civilians).
- Render appropriate military and civilian courtesies.
- Demonstrate nonverbal expressions and gestures appropriate to the situation.
- Are personally energetic.
- Cope with hardship.
- Complete physically demanding endeavors.
- Continue to function under adverse conditions.
- Lead by example in performance, fitness, and appearance.

EMOTIONAL ATTRIBUTES

B-11. Leaders who demonstrate appropriate emotional attributes—

- Show self-confidence.
- Remain calm during conditions of stress, chaos, and rapid change.
- Exercise self-control, balance, and stability.
- Maintain a positive attitude.
- Demonstrate mature, responsible behavior that inspires trust and earns respect.

SKILLS

INTERPERSONAL SKILLS

B-12. Leaders who demonstrate interpersonal skills—

- Coach, teach, counsel, motivate, and empower subordinates.
- Readily interact with others.
- Earn trust and respect.
- Actively contribute to problem solving and decision making.
- Are sought out by peers for expertise and counsel

CONCEPTUAL SKILLS

B-13. Leaders who demonstrate conceptual skills—

- Reason critically and ethically.
- Think creatively.
- Anticipate requirements and contingencies.
- Improvise within the commander's intent.
- Use appropriate reference materials.
- Pay attention to details.

TECHNICAL SKILLS

B-14. Leaders who demonstrate technical skills—

- Possess or develop the expertise necessary to accomplish all assigned tasks and functions.
- Know standards for task accomplishment.
- Know the small unit tactics, techniques, and procedures that support the organization's mission.
- Know the drills that support the organization's mission.
- Prepare clear, concise operation orders.
- Understand how to apply the factors of mission, enemy, terrain and weather, troops, time available, and civil considerations (METT-TC) to mission analysis.
- Master basic soldier skills.
- Know how to use and maintain equipment.

- Know how and what to inspect or check.
- Use technology, especially information technology, to enhance communication.

TACTICAL SKILLS

B-15. Leaders who demonstrate tactical skills—

- Know how to apply warfighting doctrine within the commander's intent.
- Apply their professional knowledge, judgment, and warfighting skill at the appropriate leadership level.
- Combine and apply skill with people, ideas, and things to accomplish short-term missions.
- Apply skill with people, ideas, and things to train for, plan, prepare, execute and assess offensive, defensive, stability, and support actions.

ACTIONS

INFLUENCING

B-16. Leaders who influence—

- Use appropriate methods to reach goals while operating and improving.
- Motivate subordinates to accomplish assigned tasks and missions.
- Set the example by demonstrating enthusiasm for—and, if necessary, methods of—accomplishing assigned tasks.
- Make themselves available to assist peers and subordinates.
- Share information with subordinates.
- Encourage subordinates and peers to express candid opinions.
- Actively listen to feedback and act appropriately based on it.
- Mediate peer conflicts and disagreements.
- Tactfully confront and correct others when necessary.
- Earn respect and obtain willing cooperation of peers, subordinates, and superiors.
- Challenge others to match their example.

- Take care of subordinates and their families, providing for their health, welfare, morale, and training.
- Are persuasive in peer discussions and prudently rally peer pressure against peers when required.
- Provide a team vision for the future.
- Shape the organizational climate by setting, sustaining, and ensuring a values-based environment.

Communicating

B-17. Leaders who communicate effectively—

- Display good oral, written, and listening skills.
- Persuade others.
- Express thoughts and ideas clearly to individuals and groups.

B-18. **Oral Communication.** Leaders who effectively communicate orally—

- Speak clearly and concisely.
- Speak enthusiastically and maintain listeners' interest and involvement.

- Make appropriate eye contact when speaking.
- Use gestures that are appropriate but not distracting.
- Convey ideas, feelings, sincerity, and conviction.
- Express well-thought-out and well-organized ideas.
- Use grammatically and doctrinally correct terms and phrases.
- Use appropriate visual aids.
- Act to determine, recognize and resolve misunderstandings.
- Listen and watch attentively; make appropriate notes; convey the essence of what was said or done to others.
- React appropriately to verbal and nonverbal feedback.
- Keep conversations on track.

B-19. Written Communication. Leaders who effectively communicate in writing—

- Are understood in a single rapid reading by the intended audience.
- Use correct grammar, spelling, and punctuation.
- Have legible handwriting.
- Put the “bottom line up front.”
- Use the active voice.
- Use an appropriate format, a clear organization, and a reasonably simple style.
- Use only essential acronyms and spell out those used.
- Stay on topic.
- Correctly use facts and data.

(DA Pam 600-67 discusses techniques for writing effectively.)

Decision Making

B-20. Leaders who make effective, timely decisions—

- Employ sound judgment and logical reasoning.
- Gather and analyze relevant information about changing situations to recognize and define emerging problems.

- Make logical assumptions in the absence of facts.
- Uncover critical issues to use as a guide in both making decisions and taking advantage of opportunities.
- Keep informed about developments and policy changes inside and outside the organization.
- Recognize and generate innovative solutions.
- Develop alternative courses of action and choose the best course of action based on analysis of their relative costs and benefits.
- Anticipate needs for action.
- Relate and compare information from different sources to identify possible cause-and-effect relationships.
- Consider the impact and implications of decisions on others and on situations.
- Involve others in decisions and keep them informed of consequences that affect them.
- Take charge when in charge.
- Define intent.
- Consider contingencies and their consequences.
- Remain decisive after discovering a mistake.
- Act in the absence of guidance.
- Improvise within commander’s intent; handle a fluid environment.

Motivating

B-21. Leaders who effectively motivate—

- Inspire, encourage, and guide others toward mission accomplishment.
- Don’t show discouragement when facing setbacks.
- Attempt to satisfy subordinates’ needs.
- Give subordinates the reason for tasks.
- Provide accurate, timely, and (where appropriate) positive feedback.
- Actively listen for feedback from subordinates.
- Use feedback to modify duties, tasks, requirements, and goals when appropriate.

- Recognize individual and team accomplishments and reward them appropriately.
- Recognize poor performance and address it appropriately.
- Justly apply disciplinary measures.
- Keep subordinates informed.
- Clearly articulate expectations.
- Consider duty positions, capabilities, and developmental needs when assigning tasks.
- Provide early warning to subordinate leaders of tasks they will be responsible for.
- Define requirements by issuing clear and concise orders or guidance.
- Allocate as much time as possible for task completion.
- Accept responsibility for organizational performance. Credit subordinates for good performance. Take responsibility for and correct poor performance.

OPERATING

B-22. Leaders who effectively operate—

- Accomplish short-term missions.
- Demonstrate tactical and technical competency appropriate to their rank and position.
- Complete individual and unit tasks to standard, on time, and within the commander's intent.

Planning and Preparing

B-23. Leaders who effectively plan—

- Develop feasible and acceptable plans for themselves and others that accomplish the mission while expending minimum resources and posturing the organization for future missions.
- Use forward planning to ensure each course of action achieves the desired outcome.
- Use reverse planning to ensure that all tasks can be executed in the time available and that tasks depending on other tasks are executed in the correct sequence.
- Determine specified and implied tasks and restate the higher headquarters' mission in terms appropriate to the organization.

- Incorporate adequate controls such as time phasing; ensure others understand when actions should begin or end.
- Adhere to the "1/3–2/3 Rule"; give subordinates time to plan.
- Allocate time to prepare and conduct rehearsals.
- Ensure all courses of action accomplish the mission within the commander's intent.
- Allocate available resources to competing demands by setting task priorities based on the relative importance of each task.
- Address likely contingencies.
- Remain flexible.
- Consider SOPs, the factors of METT-TC, and the military aspects of terrain (OCOKA).
- Coordinate plans with higher, lower, adjacent, and affected organizations.
- Personally arrive on time and meet deadlines; require subordinates and their organizations to accomplish tasks on time.
- Delegate all tasks except those they are required to do personally.
- Schedule activities so the organization meets all commitments in critical performance areas.
- Recognize and resolve scheduling conflicts.
- Notify peers and subordinates as far in advance as possible when their support is required.
- Use some form of a personal planning calendar to organize requirements.

Executing

B-24. Leaders who effectively execute—

- Use technical and tactical skills to meet mission standards, take care of people, and accomplish the mission with available resources.
- Perform individual and collective tasks to standard.
- Execute plans, adjusting when necessary, to accomplish the mission.
- Encourage initiative.
- Keep higher and lower headquarters, superiors, and subordinates informed.

- Keep track of people and equipment.
- Make necessary on-the-spot corrections.
- Adapt to and handle fluid environments.
- Fight through obstacles, difficulties, and hardships to accomplish the mission.
- Keep track of task assignments and suspenses; adjust assignments, if necessary; follow up.

Assessing

B-25. Leaders who effectively assess—

- Use assessment techniques and evaluation tools (especially AARs) to identify lessons learned and facilitate consistent improvement.
- Establish and employ procedures for monitoring, coordinating, and regulating subordinates' actions and activities.
- Conduct initial assessments when beginning a new task or assuming a new position.
- Conduct IPRs.
- Analyze activities to determine how desired end states are achieved or affected.
- Seek sustainment in areas when the organization meets the standard.
- Observe and assess actions in progress without oversupervising.
- Judge results based on standards.
- Sort out important actual and potential problems.
- Conduct and facilitate AARs; identify lessons.
- Determine causes, effects, and contributing factors for problems.
- Analyze activities to determine how desired end states can be achieved ethically.

IMPROVING

B-26. Leaders who effectively improve the organization—

- Sustain skills and actions that benefit themselves and each of their people for the future.
- Sustain and renew the organization for the future by managing change and exploiting individual and institutional learning capabilities.

- Create and sustain an environment where all leaders, subordinates, and organizations can reach their full potential.

Developing

B-27. Leaders who effectively develop—

- Strive to improve themselves, subordinates, and the organization.
- Mentor by investing adequate time and effort in counseling, coaching, and teaching their individual subordinates and subordinate leaders.
- Set the example by displaying high standards of duty performance, personal appearance, military and professional bearing, and ethics.
- Create a climate that expects good performance, recognizes superior performance, and doesn't accept poor performance.
- Design tasks to provide practice in areas of subordinate leaders' weaknesses.
- Clearly articulate tasks and expectations and set realistic standards.
- Guide subordinate leaders in thinking through problems for themselves.
- Anticipate mistakes and freely offer assistance without being overbearing.
- Observe, assess, counsel, coach, and evaluate subordinate leaders.
- Motivate subordinates to develop themselves.
- Arrange training opportunities that help subordinates achieve insight, self-awareness, self-esteem, and effectiveness.
- Balance the organization's tasks, goals, and objectives with subordinates' personal and professional needs.
- Develop subordinate leaders who demonstrate respect for natural resources and the environment.
- Act to expand and enhance subordinates' competence and self-confidence.
- Encourage initiative.
- Create and contribute to a positive organizational climate.
- Build on successes.
- Improve weaknesses.

Building

B-28. Leaders who effectively build—

- Spend time and resources improving the organization.
- Foster a healthy ethical climate.
- Act to improve the organization's collective performance.
- Comply with and support organizational goals.
- Encourage people to work effectively with each other.
- Promote teamwork and team achievement.
- Are examples of team players.
- Offer suggestions, but properly execute decisions of the chain of command and NCO support channel—even unpopular ones—as if they were their own.
- Accept and act on assigned tasks.
- Volunteer in useful ways.
- Remain positive when the situation becomes confused or changes.
- Use the chain of command and NCO support channel to solve problems.
- Support equal opportunity.
- Prevent sexual harassment.
- Participate in organizational activities and functions.

- Participate in team tasks and missions without being requested to do so.
- Establish an organizational climate that demonstrates respect for the environment and stewards natural resources.

Learning

B-29. Leaders who effectively learn—

- Seek self-improvement in weak areas.
- Encourage organizational growth.
- Envision, adapt, and lead change.
- Act to expand and enhance personal and organizational knowledge and capabilities.
- Apply lessons learned.
- Ask incisive questions.
- Envision ways to improve.
- Design ways to practice.
- Endeavor to broaden their understanding.
- Transform experience into knowledge and use it to improve future performance.
- Make knowledge accessible to the entire organization.
- Exhibit reasonable self-awareness.
- Take time off to grow and recreate.
- Embrace and manage change; adopt a future orientation.
- Use experience to improve themselves and the organization.

Appendix C

Developmental Counseling

C-1. Subordinate leadership development is one of the most important responsibilities of every Army leader. Developing the leaders who will come after you should be one of your highest priorities. Your legacy and the Army's future rests on the shoulders of those you prepare for greater responsibility.

C-2. Leadership development reviews are a means to focus the growing of tomorrow's leaders. Think of them as AARs with a focus of making leaders more effective every day. These important reviews are not necessarily limited to internal counseling sessions; leadership feedback mechanisms also apply in operational settings such as the CTCs.

C-3. Just as training includes AARs and training strategies to fix shortcomings, leadership development includes performance reviews. These reviews result in agreements between leader and subordinate on a development strategy or plan of action that builds on the subordinate's strengths and establishes goals to improve on weaknesses. Leaders conduct performance reviews and create plans of action during developmental counseling.

C-4. Leadership development reviews are a component of the broader concept of developmental counseling. Developmental counseling is subordinate-centered communication that produces a plan outlining actions that subordinates must take to achieve individual and organizational goals. During developmental counseling, subordinates are not merely passive listeners; they're actively involved in the process. The Developmental Counseling Form (DA Form 4856-E, which is discussed at the end of this appendix) provides a useful framework to prepare for almost any type of counseling. Use it to help you mentally organize issues and isolate important, relevant items to cover during counseling sessions.

C-5. Developmental counseling is a shared effort. As a leader, you assist your subordinates in identifying strengths and weaknesses and creating plans of action. Then you support them throughout the plan implementation and assessment. However, to achieve success, your subordinates must be forthright in their commitment to improve and candid in their own assessment and goal setting.

THE LEADER'S RESPONSIBILITIES

C-6. Organizational readiness and mission accomplishment depend on every member's ability to perform to established standards. Supervisors must mentor their subordinates through teaching, coaching, and counseling. Leaders coach subordinates the same way sports coaches improve their teams: by identifying weaknesses, setting goals, developing and implementing plans of action, and providing oversight and motivation throughout the process. To be effective coaches, leaders must thoroughly understand the strengths, weaknesses, and professional goals of their subordinates. (Chapter 5 discusses coaching.)

C-7. Army leaders evaluate DA civilians using procedures prescribed under the Total Army Performance Evaluation System (TAPES). Although TAPES doesn't address developmental counseling, you can use DA Form 4856-E to counsel DA civilians concerning professional growth and career goals. DA Form 4856-E is not appropriate for documenting counseling concerning DA civilian misconduct or poor performance. The servicing civilian personnel office can provide guidance for such situations.

C-8. Soldiers and DA civilians often perceive counseling as an adverse action. Effective leaders

who counsel properly can change that perception. Army leaders conduct counseling to help subordinates become better members of the team, maintain or improve performance, and prepare for the future. Just as no easy answers exist for exactly

what to do in all leadership situations, no easy answers exist for exactly what to do in all counseling situations. However, to conduct effective counseling, you should develop a counseling style with the characteristics listed in Figure C-1.

- **Purpose:** Clearly define the purpose of the counseling.
- **Flexibility:** Fit the counseling style to the character of each subordinate and to the relationship desired.
- **Respect:** View subordinates as unique, complex individuals, each with a distinct set of values, beliefs, and attitudes.
- **Communication:** Establish open, two-way communication with subordinates using spoken language, nonverbal actions, gestures, and body language. Effective counselors listen more than they speak.
- **Support:** Encourage subordinates through actions while guiding them through their problems.

Figure C-1. Characteristics of Effective Counseling

THE LEADER AS A COUNSELOR

C-9. Army leaders must demonstrate certain qualities to be effective counselors. These qualities include respect for subordinates, self-awareness and cultural awareness, empathy, and credibility.

RESPECT FOR SUBORDINATES

C-10. As an Army leader, you show respect for subordinates when you allow them to take responsibility for their own ideas and actions. Respecting subordinates helps create mutual respect in the leader-subordinate relationship. Mutual respect improves the chances of changing (or maintaining) behavior and achieving goals.

SELF AWARENESS AND CULTURAL AWARENESS

C-11. As an Army leader, you must be fully aware of your own values, needs, and biases

prior to counseling subordinates. Self-aware leaders are less likely to project their biases onto subordinates. Also, aware leaders are more likely to act consistently with their own values and actions.

C-12. Cultural awareness, as discussed in Chapter 2, is a mental attribute. As an Army leader, you need to be aware of the similarities and differences between individuals of different cultural backgrounds and how these factors may influence values, perspectives, and actions. Don't let unfamiliarity with cultural backgrounds hinder you in addressing cultural issues, especially if they generate concerns within the organization or hinder team-building. Cultural awareness enhances your ability to display empathy.

EMPATHY

C-13. Empathy is the action of being understanding of and sensitive to the feelings, thoughts, and experiences of another person to the point that you can almost feel or experience them yourself. Leaders with empathy can put themselves in their subordinate's shoes; they can see a situation from the other person's perspective. By understanding the subordinate's position, you can help a subordinate develop a plan of action that fits the subordinate's personality and needs, one that works for the subordinate. If you don't fully comprehend a situation from your subordinate's point of view, you have less credibility and influence and your

subordinate is less likely to commit to the agreed upon plan of action.

CREDIBILITY

C-14. Leaders achieve credibility by being honest and consistent in their statements and actions. To be credible, use a straightforward style with your subordinates. Behave in a manner that your subordinates respect and trust. You can earn credibility by repeatedly demonstrating your willingness to assist a subordinate and being consistent in what you say and do. If you lack credibility with your subordinates you'll find it difficult to influence them.

LEADER COUNSELING SKILLS

C-15. One challenging aspect of counseling is selecting the proper approach to a specific situation. To counsel effectively, the technique you use must fit the situation, your capabilities, and your subordinate's expectations. In some cases, you may only need to give information or listen. A subordinate's improvement may call for just a brief word of praise. Other situations may require structured counseling followed by definite actions.

C-16. All leaders should seek to develop and improve their own counseling abilities. You can improve your counseling techniques by studying human behavior, learning the kinds of problems that affect your subordinates, and developing your interpersonal skills. The techniques needed to provide effective counseling will vary from person to person and session to session. However, general skills that you'll need in almost every situation include active listening, responding, and questioning.

ACTIVE LISTENING

C-17. During counseling, you must actively listen to your subordinate. When you're actively listening, you communicate verbally and non-verbally that you've received the subordinate's message. To fully understand a subordinate's message, you must listen to the words and observe the subordinate's manners. Elements of active listening you should consider include—

- **Eye contact.** Maintaining eye contact without staring helps show sincere interest. Occasional breaks of contact are normal and acceptable. Subordinates may perceive excessive breaks of eye contact, paper shuffling, and clock-watching as a lack of interest or concern. These are guidelines only. Based on cultural background, participants in a particular counseling session may have different ideas about what proper eye contact is.
- **Body posture.** Being relaxed and comfortable will help put the subordinate at ease. However, a too-relaxed position or slouching may be interpreted as a lack of interest.
- **Head nods.** Occasionally nodding your head shows you're paying attention and encourages the subordinate to continue.
- **Facial expressions.** Keep your facial expressions natural and relaxed. A blank look or fixed expression may disturb the subordinate. Smiling too much or frowning may discourage the subordinate from continuing.
- **Verbal expressions.** Refrain from talking too much and avoid interrupting. Let the subordinate do the talking while keeping the discussion on the counseling subject. Speaking only when necessary reinforces the importance of what the subordinate is saying and encourages the subordinate to

continue. Silence can also do this, but be careful. Occasional silence may indicate to the subordinate that it's okay to continue talking, but a long silence can sometimes be distracting and make the subordinate feel uncomfortable.

C-18. Active listening also means listening thoughtfully and deliberately to the way a subordinate says things. Stay alert for common themes. A subordinate's opening and closing statements as well as recurring references may indicate the subordinate's priorities. Inconsistencies and gaps may indicate a subordinate's avoidance of the real issue. This confusion and uncertainty may suggest additional questions.

C-19. While listening, pay attention to the subordinate's gestures. These actions complete the total message. By watching the subordinate's actions, you can "see" the feelings behind the words. Not all actions are proof of a subordinate's feelings, but they should be taken into consideration. Note differences between what the subordinate says and does. Nonverbal indicators of a subordinate's attitude include—

- **Boredom.** Drumming on the table, doodling, clicking a ball-point pen, or resting the head in the palm of the hand.
- **Self-confidence.** Standing tall, leaning back with hands behind the head, and maintaining steady eye contact.
- **Defensiveness.** Pushing deeply into a chair, glaring at the leader, and making sarcastic comments as well as crossing or folding arms in front of the chest.
- **Frustration.** Rubbing eyes, pulling on an ear, taking short breaths, wringing the hands, or frequently changing total body position.
- **Interest, friendliness, and openness.** Moving toward the leader while sitting.
- **Openness or anxiety.** Sitting on the edge of the chair with arms uncrossed and hands open.

C-20. Consider these indicators carefully. Although each indicator may show something about the subordinate, don't assume a particular behavior absolutely means something. Ask the subordinate about the indicator so you can

better understand the behavior and allow the subordinate to take responsibility for it.

RESPONDING

C-21. Responding skills follow-up on active listening skills. A leader responds to communicate that the leader understands the subordinate. From time to time, check your understanding: clarify and confirm what has been said. Respond to subordinates both verbally and nonverbally. Verbal responses consist of summarizing, interpreting, and clarifying the subordinate's message. Nonverbal responses include eye contact and occasional gestures such as a head nod.

QUESTIONING

C-22. Although questioning is a necessary skill, you must use it with caution. Too many questions can aggravate the power differential between a leader and a subordinate and place the subordinate in a passive mode. The subordinate may also react to excessive questioning as an intrusion of privacy and become defensive. During a leadership development review, ask questions to obtain information or to get the subordinate to think about a particular situation. Generally, the questions should be open-ended so as to evoke more than a yes or no answer. Well-posed questions may help to verify understanding, encourage further explanation, or help the subordinate move through the stages of the counseling session.

COUNSELING ERRORS

C-23. Effective leaders avoid common counseling mistakes. Dominating the counseling by talking too much, giving unnecessary or inappropriate "advice," not truly listening, and projecting personal likes, dislikes, biases, and prejudices all interfere with effective counseling. You should also avoid other common mistakes such as rash judgments, stereotypes, loss of emotional control, inflexible methods of counseling and improper follow-up. To improve your counseling skills, follow the guidelines in Figure C-2.

- Determine the subordinate's role in the situation and what the subordinate has done to resolve the problem or improve performance.
- Draw conclusions based on more than the subordinate's statement.
- Try to understand what the subordinate says and feels; listen to what the subordinate says and how the subordinate says it.
- Show empathy when discussing the problem.
- When asking questions, be sure that you need the information.
- Keep the conversation open-ended; avoid interrupting.
- Give the subordinate your full attention.
- Be receptive to the subordinate's feelings without feeling responsible to save the subordinate from hurting.
- Encourage the subordinate to take the initiative and to say what the subordinate wants to say.
- Avoid interrogating.
- Keep your personal experiences out of the counseling session unless you believe your experiences will really help.
- Listen more; talk less.
- Remain objective.
- Avoid confirming a subordinate's prejudices.
- Help the subordinate help himself.
- Know what information to keep confidential and what to present to the chain of command.

Figure C-2. Guidelines to Improve Counseling

THE LEADER'S LIMITATIONS

C-24. Army leaders can't help everyone in every situation. Even professional counselors can't provide all the help that a person might need. You must recognize your limitations and, when the situation calls for it, refer a subordinate to a person or agency more qualified to help.

C-25. These agencies Figure C-3 lists can help you and your people resolve problems. Although it's generally in an individual's best interest to seek help first from their first-line leaders, leaders must always respect an individual's right to contact most of these agencies on their own.

Activity	Description
Adjutant General	Provides personnel and administrative services support such as orders, ID cards, retirement assistance, deferments, and in- and out-processing.
American Red Cross	Provides communications support between soldiers and families and assistance during or after emergency or compassionate situations.
Army Community Service	Assists military families through their information and referral services, budget and indebtedness counseling, household item loan closet, information on other military posts, and welcome packets for new arrivals.
Army Substance Abuse Program	Provides alcohol and drug abuse prevention and control programs for DA civilians.
Better Opportunities for Single Soldiers (BOSS)	Serves as a liaison between upper levels of command on the installation and single soldiers.
Army Education Center	Provides services for continuing education and individual learning services support.
Army Emergency Relief	Provides financial assistance and personal budget counseling; coordinates student loans through Army Emergency Relief education loan programs.
Career Counselor	Explains reenlistment options and provides current information on prerequisites for reenlistment and selective reenlistment bonuses.
Chaplain	Provides spiritual and humanitarian counseling to soldiers and DA civilians.
Claims Section, SJA	Handles claims for and against the government, most often those for the loss and damage of household goods.
Legal Assistance Office	Provides legal information or assistance on matters of contracts, citizenship, adoption, marital problems, taxes, wills, and powers of attorney.
Community Counseling Center	Provides alcohol and drug abuse prevention and control programs for soldiers.
Community Health Nurse	Provides preventive health care services.
Community Mental Health Service	Provides assistance and counseling for mental health problems.
Employee Assistance Program	Provides health nurse, mental health service, and social work services for DA civilians.
Equal Opportunity Staff Office and Equal Employment Opportunity Office	Provides assistance for matters involving discrimination in race, color, national origin, gender, and religion. Provides information on procedures for initiating complaints and resolving complaints informally.
Family Advocacy Officer	Coordinates programs supporting children and families including abuse and neglect investigation, counseling, and educational programs.
Finance and Accounting Office	Handles inquiries for pay, allowances, and allotments.
Housing Referral Office	Provides assistance with housing on and off post.
Inspector General	Renders assistance to soldiers and DA civilians. Corrects injustices affecting individuals and eliminates conditions determined to be detrimental to the efficiency, economy, morale, and reputation of the Army. Investigates matters involving fraud, waste, and abuse.
Social Work Office	Provides services dealing with social problems to include crisis intervention, family therapy, marital counseling, and parent or child management assistance.
Transition Office	Provides assistance and information on separation from the Army.

Figure C-3. Support Activities

TYPES OF DEVELOPMENTAL COUNSELING

C-26. You can often categorize developmental counseling based on the topic of the session. The two major categories of counseling are event-oriented and performance/professional growth.

EVENT-ORIENTED COUNSELING

C-27. Event-oriented counseling involves a specific event or situation. It may precede events, such as going to a promotion board or attending a school; or it may follow events, such as a noteworthy duty performance, a problem with performance or mission accomplishment, or a personal problem. Examples of event-oriented counseling include, but are not limited to—

- Specific instances of superior or substandard performance.
- Reception and integration counseling.
- Crisis counseling.
- Referral counseling.
- Promotion counseling.
- Separation counseling.

Counseling for Specific Instances

C-28. Sometimes counseling is tied to specific instances of superior or substandard duty performance. You tell your subordinate whether or not the performance met the standard and what the subordinate did right or wrong. The key to successful counseling for specific performance is to conduct it as close to the event as possible.

C-29. Many leaders focus counseling for specific instances on poor performance and miss, or at least fail to acknowledge, excellent performance. You should counsel subordinates for specific examples of superior as well as substandard duty performance. To measure your own performance and counseling emphasis, you can note how often you document counseling for superior versus substandard performance.

C-30. You should counsel subordinates who don't meet the standard. If the subordinate's performance is unsatisfactory because of a lack of knowledge or ability, you and the subordinate should develop a plan to improve the subordinate's skills. Corrective training may be required at times to ensure the subordinate

knows and achieves the standard. Once the subordinate can achieve the standard, you should end the corrective training.

C-31. When counseling a subordinate for a specific performance, take the following actions:

- Tell the subordinate the purpose of the counseling, what was expected, and how the subordinate failed to meet the standard.
- Address the specific unacceptable behavior or action, not the person's character.
- Tell the subordinate the effect of the behavior, action, or performance on the rest of the organization.
- Actively listen to the subordinate's response.
- Remain unemotional.
- Teach the subordinate how to meet the standard.
- Be prepared to do some personal counseling, since a failure to meet the standard may be related to or the result of an unresolved personal problem.
- Explain to the subordinate what will be done to improve performance (plan of action). Identify your responsibilities in implementing the plan of action; continue to assess and follow up on the subordinate's progress. Adjust plan of action as necessary.

Reception and Integration Counseling

C-32. As the leader, you must counsel new team members when they arrive at your organization. This reception and integration counseling serves two purposes. First, it identifies and helps fix any problems or concerns that new members may have, especially any issues resulting from the new duty assignment. Second, it lets them know the organizational standards and how they fit into the team. It clarifies job titles and sends the message that the chain of command cares. Reception and integration counseling should begin immediately upon arrival so new team members can quickly become integrated into the organization. (Figure C-4 gives some possible discussion points.)

- Organizational standards.
- Chain of command.
- NCO support channel (who and how used).
- On-and-off duty conduct.
- Personnel/personal affairs/initial clothing issue.
- Organizational history, organization, and mission.
- Soldier programs within the organization, such as soldier of the month/quarter/year and Audie Murphy.
- Off limits and danger areas.
- Functions and locations of support activities (see Figure C-3).
- On- and off-post recreational, educational, cultural, and historical opportunities.
- Foreign nation or host nation orientation.
- Other areas the individual should be aware of, as determined by the leader.

Figure C-4. Reception and Integration Counseling Points

Crisis Counseling

C-33. You may conduct crisis counseling to get a subordinate through the initial shock after receiving negative news, such as notification of the death of a loved one. You may assist the subordinate by listening and, as appropriate, providing assistance. Assistance may include referring the subordinate to a support activity or coordinating external agency support. Crisis counseling focuses on the subordinate's immediate, short-term needs.

Referral Counseling

C-34. Referral counseling helps subordinates work through a personal situation and may or may not follow crisis counseling. Referral counseling may also act as preventative counseling before the situation becomes a problem. Usually, the leader assists the subordinate in identifying the problem and refers the subordinate to the appropriate resource, such as Army Community Services, a chaplain, or an alcohol and drug counselor. (Figure C-3 lists support activities.)

Promotion Counseling

C-35. Leaders must conduct promotion counseling for all specialists and sergeants who are eligible for advancement without waivers but not recommended for promotion to the next higher grade. Army regulations require that

soldiers within this category receive initial (event-oriented) counseling when they attain full eligibility and then periodic (performance/personal growth) counseling thereafter.

Adverse Separation Counseling

C-36. Adverse separation counseling may involve informing the soldier of the administrative actions available to the commander in the event substandard performance continues and of the consequences associated with those administrative actions (see AR 635-200).

C-37. Developmental counseling may not apply when an individual has engaged in more serious acts of misconduct. In those situations, you should refer the matter to the commander and the servicing staff judge advocate. When the leader's rehabilitative efforts fail, counseling with a view towards separation fills an administrative prerequisite to many administrative discharges and serves as a final warning to the soldier to improve performance or face discharge. In many situations, it may be beneficial to involve the chain of command as soon as you determine that adverse separation counseling might be required. A unit first sergeant or commander should be the person who informs the soldier of the notification requirements outlined in AR 635-200.

PERFORMANCE AND PROFESSIONAL GROWTH COUNSELING

Performance Counseling

C-38. During performance counseling, you conduct a review of a subordinate's duty performance during a certain period. You and the subordinate jointly establish performance objectives and standards for the next period. Rather than dwelling on the past, you should focus the session on the subordinate's strengths, areas needing improvement, and potential.

C-39. Performance counseling is required under the officer, NCO, and DA civilian evaluation reporting systems. The OER process requires periodic performance counseling as part of the OER Support Form requirements. Mandatory, face-to-face performance counseling between the rater and the rated NCO is required under the NCOERS. TAPES includes a combination of both of these requirements.

C-40. Counseling at the beginning of and during the evaluation period facilitates a subordinate's involvement in the evaluation process. Performance counseling communicates standards and is an opportunity for leaders to establish and clarify the expected values, attributes, skills, and actions. Part IVb (Leader Attributes/Skills/Actions) of the OER Support Form (DA Form 67-9-1) serves as an excellent tool for leaders doing performance counseling. For lieutenants and warrant officers one, the major performance objectives on the OER Support Form are used as the basis for determining the developmental tasks on the Junior Officer Developmental Support Form (DA Form 67-9-1a). Quarterly face-to-face performance and developmental counseling is required for these junior officers as outlined in AR 623-105.

C-41. As an Army leader, you must ensure you've tied your expectations to performance objectives and appropriate standards. You must establish standards that your subordinates can work towards and must teach them how to achieve the standards if they are to develop.

Professional Growth Counseling

C-42. Professional growth counseling includes planning for the accomplishment of individual

and professional goals. You conduct this counseling to assist subordinates in achieving organizational and individual goals. During the counseling, you and your subordinate conduct a review to identify and discuss the subordinate's strengths and weaknesses and create a plan of action to build upon strengths and overcome weaknesses. This counseling isn't normally event-driven.

C-43. As part of professional growth counseling, you may choose to discuss and develop a "pathway to success" with the subordinate. This future-oriented counseling establishes short- and long-term goals and objectives. The discussion may include opportunities for civilian or military schooling, future duty assignments, special programs, and reenlistment options. Every person's needs are different, and leaders must apply specific courses of action tailored to each individual.

C-44. Career field counseling is required for lieutenants and captains before they're considered for promotion to major. Raters and senior raters, in conjunction with the rated officer, need to determine where the officer's skills best fit the needs of the Army. During career field counseling, consideration must be given to the rated officer's preference and his abilities (both performance and academic). The rater and senior rater should discuss career field designation with the officer prior to making a recommendation on the rated officer's OER.

C-45. While these categories can help you organize and focus counseling sessions, they should not be viewed as separate, distinct, or exhaustive. For example, a counseling session that focuses on resolving a problem may also address improving duty performance. A session focused on performance may also include a discussion on opportunities for professional growth. Regardless of the topic of the counseling session, leaders should follow the same basic format to prepare for and conduct it.

APPROACHES TO COUNSELING

C-46. An effective leader approaches each subordinate as an individual. Different people and different situations require different counseling approaches. Three approaches to counseling include nondirective, directive, and combined. These approaches differ in the techniques used, but they all fit the definition of counseling and contribute to its overall purpose. The major difference between the approaches is the degree to which the subordinate participates and interacts during a counseling session. Figure C-5 summarizes the advantages and disadvantages of each approach.

NONDIRECTIVE

C-47. The nondirective approach is preferred for most counseling sessions. Leaders use their experienced insight and judgment to assist subordinates in developing solutions. You should partially structure this type of counseling by telling the subordinate about the counseling process and explaining what you expect.

C-48. During the counseling session, listen rather than make decisions or give advice. Clarify what's said. Cause the subordinate to bring out important points, so as to better understand the situation. When appropriate, summarize the discussion. Avoid providing solutions or rendering opinions; instead, maintain a focus on individual and organizational goals and objectives. Ensure the subordinate's plan of action supports those goals and objectives.

DIRECTIVE

C-49. The directive approach works best to correct simple problems, make on-the-spot corrections, and correct aspects of duty performance. The leader using the directive style does most of the talking and tells the subordinate what to do and when to do it. In contrast to the nondirective approach, the leader directs a course of action for the subordinate.

C-50. Choose this approach when time is short, when you alone know what to do, or if a subordinate has limited problem-solving skills. It's also appropriate when a subordinate needs guidance, is immature, or is insecure.

COMBINED

C-51. In the combined approach, the leader uses techniques from both the directive and nondirective approaches, adjusting them to articulate what's best for the subordinate. The combined approach emphasizes the subordinate's planning and decision-making responsibilities.

C-52. With your assistance, the subordinate develops the subordinate's own plan of action. You should listen, suggest possible courses, and help analyze each possible solution to determine its good and bad points. You should then help the subordinate fully understand all aspects of the situation and encourage the subordinate to decide which solution is best.

	Advantages	Disadvantages
Nondirective	<ul style="list-style-type: none"> • Encourages maturity. • Encourages open communication. • Develops personal responsibility. 	<ul style="list-style-type: none"> • More time-consuming. • Requires greatest counselor skill.
Directive	<ul style="list-style-type: none"> • Quickest method. • Good for people who need clear, concise direction. • Allows counselors to actively use their experience. 	<ul style="list-style-type: none"> • Doesn't encourage subordinates to be part of the solution. • Tends to treat symptoms, not problems. • Tends to discourage subordinates from talking freely. • Solution is the counselor's, not the subordinate's.
Combined	<ul style="list-style-type: none"> • Moderately quick. • Encourages maturity. • Encourages open communication. • Allows counselors to actively use their experience. 	<ul style="list-style-type: none"> • May take too much time for some situations.

Figure C-5. Counseling Approach Summary Chart

COUNSELING TECHNIQUES

C-53. As an Army leader, you may select from a variety of techniques when counseling subordinates. These counseling techniques, when appropriately used, cause subordinates to do things or improve upon their performance. You can use these methods during scheduled counseling sessions or while simply coaching a subordinate. Counseling techniques you can use during the nondirective or combined approaches include—

- **Suggesting alternatives.** Discuss alternative actions that the subordinate may take, but both you and the subordinate decide which course of action is most appropriate.
- **Recommending.** Recommend one course of action, but leave the decision to accept the recommended action to the subordinate.
- **Persuading.** Persuade the subordinate that a given course of action is best, but

leave the decision to the subordinate. Successful persuasion depends on the leader's credibility, the subordinate's willingness to listen, and their mutual trust.

- **Advising.** Advise the subordinate that a given course of action is best. This is the strongest form of influence not involving a command.

C-54. Some techniques you can use during the directive approach to counseling include—

- **Corrective training.** Teach and assist the subordinate in attaining and maintaining the standards. The subordinate completes corrective training when the subordinate attains the standard.
- **Commanding.** Order the subordinate to take a given course of action in clear, exact words. The subordinate understands that he has been given a command and will face the consequences for failing to carry it out.

THE COUNSELING PROCESS

C-55. Effective leaders use the counseling process. It consists of four stages:

- Identify the need for counseling.
- Prepare for counseling.
- Conduct counseling.
- Follow up.

IDENTIFY THE NEED FOR COUNSELING

C-56. Quite often organizational policies, such as counseling associated with an evaluation or counseling required by the command, focus a counseling session. However, you may conduct developmental counseling whenever the need arises for focused, two-way communication aimed at subordinate development. Developing subordinates consists of observing the subordinate's performance, comparing it to the standard, and then providing feedback to the subordinate in the form of counseling.

PREPARE FOR COUNSELING

C-57. Successful counseling requires preparation. To prepare for counseling, do the following:

- Select a suitable place.
- Schedule the time.
- Notify the subordinate well in advance.
- Organize information.
- Outline the counseling session components.
- Plan your counseling strategy.
- Establish the right atmosphere.

Select a Suitable Place

C-58. Schedule counseling in an environment that minimizes interruptions and is free from distracting sights and sounds.

Schedule the Time

C-59. When possible, counsel a subordinate during the duty day. Counseling after duty hours may be rushed or perceived as unfavorable. The length of time required for counseling depends on the complexity of the issue. Generally a counseling session should last less than an hour. If you need more time,

schedule a second session. Additionally, select a time free from competition with other activities and consider what has been planned after the counseling session. Important events can distract a subordinate from concentrating on the counseling.

Notify the Subordinate Well in Advance

C-60. For a counseling session to be a subordinate-centered, two-person effort, the subordinate must have time to prepare for it. The subordinate should know why, where, and when the counseling will take place. Counseling following a specific event should happen as close to the event as possible. However, for performance or professional development counseling, subordinates may need a week or more to prepare or review specific products, such as support forms or counseling records.

Organize Information

C-61. Solid preparation is essential to effective counseling. Review all pertinent information. This includes the purpose of the counseling, facts and observations about the subordinate, identification of possible problems, main points of discussion, and the development of a plan of action. Focus on specific and objective behaviors that the subordinate must maintain or improve as well as a plan of action with clear, obtainable goals.

Outline the Components of the Counseling Session

C-62. Using the information obtained, determine what to discuss during the counseling session. Note what prompted the counseling, what you aim to achieve, and what your role as a counselor is. Identify possible comments or questions to help you keep the counseling session subordinate-centered and help the subordinate progress through its stages. Although you never know what a subordinate will say or do during counseling, a written outline helps organize the session and enhances the chance of positive results. (Figure C-6 is one example of a counseling outline prepared by a platoon leader about to conduct an initial NCOER counseling session with a platoon sergeant.)

Type of counseling: Initial NCOER counseling for SFC Taylor, a recently promoted new arrival to the unit.

Place and time: The platoon office, 1500 hours, 9 October.

Time to notify the subordinate: Notify SFC Taylor one week in advance of the scheduled counseling session.

Subordinate preparation: Have SFC Taylor put together a list of goals and objectives he would like to complete over the next 90 to 180 days. Review the values, attributes, skills, and actions from FM 22-100.

Counselor preparation:

- Review the NCO Counseling Checklist/Record (DA Form 2166-8-1).
- Update or review SFC Taylor's duty description and fill out the rating chain and duty description on the working copy of the NCOER (DA Form 2166-8, Parts II and III).
- Review each of the values and responsibilities in Part IV of the NCOER and the values, attributes, skills and actions in FM 22-100. Think of how each applies to SFC Taylor and the platoon sergeant position.
- Review the actions you consider necessary for a success or excellence in each value and responsibility.
- Make notes in blank spaces in Part IV of the NCOER to assist when counseling.

Role as counselor: Help SFC Taylor to understand the expectations and standards associated with the platoon sergeant position. Assist SFC Taylor in developing the values, attributes, skills, and actions that will enable him to achieve his performance objectives, consistent with those of the platoon and company. Resolve any aspects of the job that aren't clearly understood.

Session outline: Complete an outline following the counseling session components in Figure C-7 and based on the draft duty description on the NCOER, ideally at least two to three days prior to the actual counseling session.

Figure C-6. Example of a Counseling Outline

Plan Counseling Strategy

C-63. As many approaches to counseling exist as there are leaders. The directive, nondirective, and combined approaches to counseling were addressed earlier. Use a strategy that suits your subordinates and the situation.

Establish the Right Atmosphere

C-64. The right atmosphere promotes two-way communication between a leader and subordinate. To establish a relaxed atmosphere, you may offer the subordinate a seat or a cup of coffee. You may want to sit in a chair facing the subordinate since a desk can act as a barrier.

C-65. Some situations make an informal atmosphere inappropriate. For example, during counseling to correct substandard performance, you may direct the subordinate to remain standing while you remain seated behind a desk. This formal atmosphere,

normally used to give specific guidance, reinforces the leader's rank, position in the chain of command, and authority.

CONDUCT THE COUNSELING SESSION

C-66. Be flexible when conducting a counseling session. Often counseling for a specific incident occurs spontaneously as leaders encounter subordinates in their daily activities. Such counseling can occur in the field, motor pool, barracks—wherever subordinates perform their duties. Good leaders take advantage of naturally occurring events to provide subordinates with feedback.

C-67. Even when you haven't prepared for formal counseling, you should address the four basic components of a counseling session. Their purpose is to guide effective counseling rather

than mandate a series of rigid steps. Counseling sessions consist of—

- Opening the session.
- Discussing the issues.
- Developing the plan of action.
- Recording and closing the session.

Ideally, a counseling session results in a subordinate's commitment to a plan of action. Assessment of the plan of action (discussed below) becomes the starting point for follow-up counseling. (Figure C-7 is an example of a counseling session.)

Open the Session

C-68. In the session opening, state the purpose of the session and establish a subordinate-centered setting. Establish the preferred setting early in the session by inviting the subordinate to speak. The best way to open a counseling session is to clearly state its purpose. For example, an appropriate purpose statement might be: "The purpose of this counseling is to discuss your duty performance over the past month and to create a plan to enhance performance and attain performance goals." If applicable, start the counseling session by reviewing the status of the previous plan of action.

C-69. You and the subordinate should attempt to develop a mutual understanding of the issues. You can best develop this by letting the subordinate do most of the talking. Use active listening; respond, and question without dominating the conversation. Aim to help the subordinate better understand the subject of the counseling, for example, duty performance, a problem situation and its impact, or potential areas for growth.

C-70. Both you and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental. However, when the issue is substandard performance, you should make clear how the performance didn't meet the standard. The conversation, which should be two-way, then addresses what the subordinate needs to do to meet the standard. It's important that you define the issue as substandard performance and don't allow the

subordinate to define the issue as an unreasonable standard—unless you consider the standard negotiable or are willing to alter the conditions under which the subordinate must meet the standard.

Develop a Plan of Action

C-71. A plan of action identifies a method for achieving a desired result. It specifies what the subordinate must do to reach the goals set during the counseling session. The plan of action must be specific: it should show the subordinate how to modify or maintain his behavior. It should avoid vague intentions such as "Next month I want you to improve your land navigation skills." The plan must use concrete and direct terms. For example, you might say: "Next week you'll attend the map reading class with 1st Platoon. After the class, SGT Dixon will coach you through the land navigation course. He will help you develop your skill with the compass. I will observe you going through the course with SGT Dixon, and then I will talk to you again and determine where and if you still need additional training." A specific and achievable plan of action sets the stage for successful development.

Record and Close the Session

C-72. Although requirements to record counseling sessions vary, a leader always benefits by documenting the main points of a counseling session. Documentation serves as a reference to the agreed upon plan of action and the subordinate's accomplishments, improvements, personal preferences, or problems. A complete record of counseling aids in making recommendations for professional development, schools, promotions, and evaluation reports.

C-73. Additionally, Army regulations require written records of counseling for certain personnel actions, such as a barring a soldier from reenlisting, processing a soldier for administrative separation, or placing a soldier in the overweight program. When a soldier faces involuntary separation, the leader must take special care to maintain accurate counseling records. Documentation of substandard actions conveys a strong corrective message to subordinates.

C-74. To close the session, summarize its key points and ask if the subordinate understands the plan of action. Invite the subordinate to review the plan of action and what's expected of you, the leader. With the subordinate, establish any follow-up measures necessary to support the successful implementation of the plan of action. These may include providing the subordinate with resources and time, periodically assessing the plan, and following through on referrals. Schedule any future meetings, at least tentatively, before dismissing the subordinate.

FOLLOW UP

Leader's Responsibilities

C-75. The counseling process doesn't end with the counseling session. It continues through implementation of the plan of action and evaluation of results. After counseling, you must support subordinates as they implement their plans of action. Support may include

teaching, coaching, or providing time and resources. You must observe and assess this process and possibly modify the plan to meet its goals. Appropriate measures after counseling include follow-up counseling, making referrals, informing the chain of command, and taking corrective measures.

Assess the Plan of Action

C-76. The purpose of counseling is to develop subordinates who are better able to achieve personal, professional, and organizational goals. During the assessment, review the plan of action with the subordinate to determine if the desired results were achieved. You and the subordinate should determine the date for this assessment during the initial counseling session. The assessment of the plan of action provides useful information for future follow-up counseling sessions.

Open the Session

- Establish a relaxed environment. Explain to SFC Taylor that the more one discusses and understands Army values and leader attributes, skills, and actions, the easier it is to develop and incorporate them into an individual leadership style.
- State the purpose of the counseling session. Explain that the initial counseling is based on leader actions (what SFC Taylor needs to do to be a successful platoon sergeant) and not on professional developmental needs (what SFC Taylor needs to do to develop further as an NCO).
- Come to an agreement on the duty description, the meaning of each value and responsibility, and the standards for success and excellence for each value and responsibility. Explain that subsequent counseling will focus on SFC Taylor's developmental needs as well as how well SFC Taylor is meeting the jointly agreed upon performance objectives. Instruct SFC Taylor to perform a self-assessment during the next quarter to identify his developmental needs.
- Ensure SFC Taylor knows the rating chain. Resolve any questions that SFC Taylor has about the job. Discuss the team relationship that exists between a platoon leader and a platoon sergeant and the importance of two-way communication between them.

Discuss the Issue

- Jointly review the duty description on the NCOER, including the maintenance, training, and taking care of soldiers responsibilities. Mention that the duty description can be revised as necessary. Highlight areas of special emphasis and appointed duties.
- Discuss the meaning of each value and responsibility on the NCOER. Discuss the values, attributes, skills, and actions outlined in FM 22-100. Ask open-ended questions to see if SFC Taylor can relate these items to his role as a platoon sergeant.

Figure C-7. Example of a Counseling Session

- Explain that even though the developmental tasks focus on developing leader actions, character development forms the basis for leadership development. Character and actions can't be viewed as separate; they're closely linked. In formulating the plan of action to accomplish major performance objectives, the proper values, attributes, and skills form the basis for the plan. As such, character development must be incorporated into the plan of action.

Assist in Developing a Plan of Action (During the Counseling Session)

- Ask SFC Taylor to identify actions that will facilitate the accomplishment of the major performance objectives. Categorize each action into one of the values or responsibilities listed on the NCOER.
- Discuss how each value and responsibility applies to the platoon sergeant position. Discuss specific examples of success and excellence in each value and responsibility block. Ask SFC Taylor for suggestions to make the goals more objective, specific, and measurable.
- Ensure that SFC Taylor has at least one example of a success or excellence bullet listed under each value and responsibility.
- Discuss SFC Taylor's promotion goals and ask him what he considers to be his strengths and weakness. Obtain copies of the last two master sergeant selection board results and match his goals and objectives to these.

Close the Session

- Check SFC Taylor's understanding of the duty description and performance objectives.
- Stress the importance of teamwork and two-way communication.
- Ensure SFC Taylor understands that you expect him to assist in your development as a platoon leader. This means that both of you have the role of teacher and coach.
- Remind SFC Taylor to perform a self-assessment during the next quarter.
- Set a tentative date during the next quarter for the routinely scheduled follow-up counseling.

Notes on Strategy

- Facilitate answering any questions SFC Taylor may have.
- Expect SFC Taylor to be uncomfortable with the terms and the developmental process; respond in a way that encourages participation throughout the session.

Figure C-7. Example of a Counseling Session (continued)

SUMMARY

C-77. This appendix has discussed developmental counseling. Developmental counseling is subordinate-centered communication that outlines actions necessary for subordinates to achieve individual and organizational goals and

objectives. It can be either event-oriented or focused on personal and professional development. Figure C-8 summarizes the major aspects of developmental counseling and the counseling process.

<p>Leaders must demonstrate these qualities to counsel effectively:</p> <ul style="list-style-type: none"> • Respect for subordinates. • Self and cultural awareness. • Credibility. • Empathy. <p>Leaders must possess these counseling skills:</p> <ul style="list-style-type: none"> • Active listening. • Responding. • Questioning. <p>Effective leaders avoid common counseling mistakes. Leaders should avoid the influence of—</p> <ul style="list-style-type: none"> • Personal bias. • Rash judgments. • Stereotyping. • Losing emotional control. • Inflexible counseling methods. • Improper follow up. 	<p>The Counseling Process</p> <ol style="list-style-type: none"> 1. Identify the need for counseling. 2. Prepare for counseling. <ul style="list-style-type: none"> • Select a suitable place. • Schedule the time. • Notify the subordinate well in advance. • Organize information. • Outline the components of the counseling session. • Plan counseling strategy. • Establish the right atmosphere. 3. Conduct the counseling session. <ul style="list-style-type: none"> • Open the session. • Discuss the issue. • Develop a plan of action (to include the leader's responsibilities). • Record and close the session. 4. Follow up. <ul style="list-style-type: none"> • Support plan of action implementation • Assess the plan of action.
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Figure C-8. A Summary of Developmental Counseling

THE DEVELOPMENTAL COUNSELING FORM

C-78. The Developmental Counseling Form (DA Form 4856-E) is designed to help Army leaders conduct and record counseling sessions. Figure C-9 shows a completed DA Form 4856-E documenting the counseling of a young soldier with financial problems. While this is an example of a derogatory counseling, you can see that it is still developmental. Leaders must decide when counseling, additional training,

rehabilitation, reassignment, or other developmental options have been exhausted. If the purpose of a counseling session is not developmental, refer to paragraphs C-36 and C-37. Figure C-10 shows a routine performance/professional growth counseling for a unit first sergeant. Figure C-11 shows a blank form with instructions on how to complete each block.

DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI) <i>Lloyd, Andrew</i>	Rank / Grade <i>PFC</i>	Social Security No. <i>123-45-6789</i>	Date of Counseling <i>28 March 1997</i>
Organization <i>2nd Platoon, B Battery, 1 - 1 ADA Bn</i>		Name and Title of Counselor <i>SGT Mark Levy, Squad Leader</i>	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. performance/professional or event-oriented counseling and includes the leader's facts and observations prior to the counseling): <i>The purpose of this counseling is to inform PFC Lloyd of his responsibility to manage his financial affairs and the potential consequences of poorly managing finances and to help PFC Lloyd develop a plan of action to resolve his financial problems.</i> <i>Facts: The battery commander received notice of delinquent payment on PFC Lloyd's Deferred Payment Plan (DPP). A payment of \$86.00 is 45 days delinquent</i>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: <i>PFC Lloyd, late payments on a DPP account reflect a lack of responsibility and poor managing of finances. You should know that the letter of lateness has been brought to the attention of the battery commander, the first sergeant, and the platoon sergeant. They're all questioning your ability to manage your personal affairs. I also remind you that promotions and awards are based more than on just performing MOS-related duties; soldiers must act professionally and responsibly in all areas. Per conversation with PFC Lloyd, the following information was obtained:</i> <i>He didn't make the DPP payment due to a lack of funds in his checking account. His most recent long distance phone bill was over \$220 due to calling his house concerning his grandmother's failing health. PFC Lloyd stated that he wanted to pay for the phone calls himself in order not to burden his parents with the expense of collect calls. He also stated that his calling had tapered down considerably and he expects this month's phone bill to be approximately \$50. We made an appointment at ACS and ACS came up with the following information:</i> <i>PFC Lloyd's monthly obligations: Car payment: \$330</i> <i>Car insurance: \$138</i> <i>Rent including utilities: \$400</i> <i>Other credit cards: \$0</i> <i>Total monthly obligations: \$868.00</i> <i>Monthly take-home pay: \$1232.63</i> <i>We discussed that with approximately \$364 available for monthly living expenses, a phone bill in excess of \$200 will severely affect PFC Lloyd's financial stability and can't continue. We discussed the need for PFC Lloyd to establish a savings account to help cover emergency expenses. PFC Lloyd agreed that his expensive phone bill and his inability to make the DPP payment is not responsible behavior. He confirmed that he wants to get his finances back on track and begin building a savings account.</i>			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or retirement. For separation requirements and notification of loss of benefits/consequences, see local directives and AR 635-200.			

DA FORM 4856-E, JUN 99

EDITION OF JUN 85 IS OBSOLETE

Figure C-9. Example of a Developmental Counseling Form—Event Counseling

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goal(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below)).

Based on our discussion, PFC Lloyd will be able to resume normal payment on his DPP account next month (assuming that his phone bill is approximately \$50). PFC Lloyd agreed to contact the DPP office and provide a partial payment of \$20 immediately. He agreed to exercise self-restraint and not make long distance calls as frequently. He decided that his goal is to make one ten-minute phone call every two weeks. He will write letters to express concern over his grandmother's condition and ask his parents to do the same to keep him informed. His long-term goal is to establish a savings account with a goal of contributing \$50 a month.

PFC Lloyd also agreed to attend the check cashing class at ACS on 2, 9, and 16 April.

Assessment date: 27 June

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate).

Individual counseled: I agree/ ~~disagree~~ with the information above

Individual counseled remarks:

Signature of Individual Counseled: Andrew Lloyd Date: 28 March 1997

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action).

PFC Lloyd will visit the DPP office to make an immediate partial payment of \$20 and will give me a copy of the receipt as soon as the payment is made. PFC Lloyd will also provide me with a copy of the next month's phone bill and DPP payment receipt.

PFC Lloyd's finances will be a key topic of discussion at his next monthly counseling session.

Signature of Counselor: Mark Levy Date: 28 March 1997

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856-E (Reverse)

Figure C-9 (continued). Example of a Developmental Counseling Form—Event Counseling

DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI) <i>McDonald, Stephen</i>	Rank / Grade <i>ISG</i>	Social Security No. <i>333-33-3333</i>	Date of Counseling <i>13 March 1998</i>
Organization <i>D Company, 3-95th IN</i>		Name and Title of Counselor <i>CPT Peterson, Company Commander</i>	
PART II - BACKGROUND INFORMATION			
Purpose of Counseling: (Leader states the reason for the counseling, e.g. performance/professional or event-oriented counseling and includes the leader's facts and observations prior to the counseling):			
<ul style="list-style-type: none"> <i>To discuss duty performance for the period 19 Dec 97 to 11 March 1998.</i> <i>To discuss short-range professional growth goals/plan for next year.</i> <i>Talk about long-range professional growth (2-5 years) goals.</i> 			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
Key Points of Discussion: <ul style="list-style-type: none"> <i><u>Performance (sustain):</u></i> <i>Emphasized safety and knowledge of demolition, tactical proficiency on the Platoon Live Fire Exercises.</i> <i>Took charge of company defense during the last major field training exercise; outstanding integration and use of engineer; heavy weapons, and air defense artillery assets. Superb execution of defense preparations and execution.</i> <i>No dropped white cycle taskings.</i> <i>Good job coordinating with battalion adjutant on legal and personnel issues.</i> <i>Continue to take care of soldiers, keep the commander abreast of problems.</i> <i>Focused on subordinate NCO development; right man for the right job.</i> 			
Improve: <ul style="list-style-type: none"> <i>Get NCODPs on the calendar.</i> <i>Hold NCOs to standard on sergeants time training.</i> 			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

DA FORM 4856-E, JUN 99

EDITION OF JUN 85 IS OBSOLETE

**Figure C-10. Example of a Developmental Counseling Form—
Performance/Professional Growth Counseling**

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goals(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below)).

- Developmental Plan (next year):
- *Develop a yearlong plan for NCODPs; coordinate to place on the calendar and training schedules.*
- *Resume civilian education; correspondence courses.*
- *Develop a company soldier of the month competition.*
- *Assist the company XO in modularizing the supply room for quick, efficient load-outs.*
- *Put in place a program to develop Ranger School candidates.*

Long-range goals (2 to 5 years):

- *Earn bachelor's degree.*
- *Attend and graduate the Sergeant Majors Academy.*

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate).

Individual counseled: I agree/ ~~disagree~~ with the information above

Individual counseled remarks:

Signature of Individual Counseled: ISG McDonald Date: 13 March 1998

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action).

- *Coordinate with the ISG on scheduling of NCODPs and soldier of the month boards.*
- *Have the XO meet with the ISG on developing a plan for modularizing and improving the supply room.*
- *Provide time for Ranger candidate program.*

Signature of Counselor: Mark Levy Date: 28 March 1997

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

ISG McDonald has enrolled in an associates degree program at the University of Kentucky. The supply room received all green evaluations during the last command inspection. Five of seven Ranger applicants successfully completed Ranger School, exceeding the overall course completion rate of 39%. Monthly soldier of the month boards proved to be impractical because of the OPTEMPO; however, the company does now hold quarterly boards during the white cycle. Brigade command sergeant major commented favorably on the last company NCODP he attended and gave the instructor a brigade coin.

Counselor: CPT Peterson Individual Counseled: ISG McDonald Date of Assessment: 1 Aug 98

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856-E (Reverse)

**Figure C-10 (continued). Example of a Developmental Counseling Form—
Performance/Professional Growth Counseling**

DEVELOPMENTAL COUNSELING FORM			
For use of this form see FM 22-100			
DATA REQUIRED BY THE PRIVACY ACT OF 1974			
AUTHORITY: 5 USC 301, Departmental Regulations; 10 USC 3013, Secretary of the Army and E.O. 9397 (SSN) PRINCIPAL PURPOSE: To assist leaders in conducting and recording counseling data pertaining to subordinates. ROUTINE USES: For subordinate leader development IAW FM 22-100. Leaders should use this form as necessary. DISCLOSURE: Disclosure is voluntary.			
PART I - ADMINISTRATIVE DATA			
Name (Last, First, MI)	Rank / Grade	Social Security No.	Date of Counseling
Organization		Name and Title of Counselor	
PART II - BACKGROUND INFORMATION			
<p>Purpose of Counseling: (Leader states the reason for the counseling, e.g. performance/professional or event-oriented counseling and includes the leader's facts and observations prior to the counseling):</p> <p style="text-align: center;"><i>See paragraph C-68, Open the Session</i></p> <p><i>The leader should annotate pertinent, specific, and objective facts and observations made. If applicable, the leader and subordinate start the counseling session by reviewing the status of the previous plan of action.</i></p>			
PART III - SUMMARY OF COUNSELING			
Complete this section during or immediately subsequent to counseling.			
<p>Key Points of Discussion:</p> <p style="text-align: center;"><i>See paragraphs C-69 and C-70, Discuss the Issues.</i></p> <p><i>The leader and subordinate should attempt to develop a mutual understanding of the issues. Both the leader and the subordinate should provide examples or cite specific observations to reduce the perception that either is unnecessarily biased or judgmental.</i></p>			
OTHER INSTRUCTIONS			
This form will be destroyed upon: reassignment (other than rehabilitative transfers), separation at ETS, or upon retirement. For separation requirements and notification of loss of benefits/consequences see local directives and AR 635-200.			

DA FORM 4856-E, JUN 99

EDITION OF JUN 85 IS OBSOLETE

Figure C-11. Guidelines on Completing a Developmental Counseling Form

Plan of Action: (Outlines actions that the subordinate will do after the counseling session to reach the agreed upon goals(s). The actions must be specific enough to modify or maintain the subordinate's behavior and include a specific time line for implementation and assessment (Part IV below)).

See paragraph C-71, Develop a Plan of Action

The plan of action specifies what the subordinate must do to reach the goals set during the counseling session. The plan of action must be specific and should contain the outline, guideline(s), and time line that the subordinate follows. A specific and achievable plan of action sets the stage for successful subordinate development.

Remember, event-oriented counseling with corrective training as part of the plan of action can't be tied to a specified time frame. Corrective training is complete once the subordinate attains the standard.

Session Closing: (The leader summarizes the key points of the session and checks if the subordinate understands the plan of action. The subordinate agrees/disagrees and provides remarks if appropriate).

Individual counseled: I agree/ disagree with the information above

Individual counseled remarks:

See paragraph C-72 through C-74, Close the Session

Signature of Individual Counseled: _____ Date: _____

Leader Responsibilities: (Leader's responsibilities in implementing the plan of action).

See paragraph C76, Leader's Responsibilities

To accomplish the plan of action, the leader must list the resources necessary and commit to providing them to the soldier.

Signature of Counselor: _____ Date: _____

PART IV - ASSESSMENT OF THE PLAN OF ACTION

Assessment (Did the plan of action achieve the desired results? This section is completed by both the leader and the individual counseled and provides useful information for follow-up counseling):

The assessment of the plan of action provides useful information for future follow-up counseling. This block should be completed prior to the start of a follow-up counseling session. During an event-oriented counseling session, the counseling session is not complete until this block is completed.

During performance/professional growth counseling, this block serves as the starting point for future counseling sessions. Leaders must remember to conduct this assessment based on resolution of the situation or the established time line discussed in the plan of action block above.

Counselor: _____ Individual Counseled: _____ Date of Assessment: _____

Note: Both the counselor and the individual counseled should retain a record of the counseling.

DA FORM 4856-E (Reverse)

Figure C-11 (continued). Guidelines on Completing a Developmental Counseling Form

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